



Faculty Handbook 2015-2016



Revised Monterey Peninsula Community College District Calendar 2015-2016

Wk. # Month S M T W Th F S Teaching Days Per Month

FALL SEMESTER – August 24, 2015 through December 17, 2015

AUGUST								
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	(20)	(21)	22	
1	23	24	25	26	27	28	29	Scheduled Flex Days – August 20 and 21 Semester begins August 24
2	30	31						6
SEPTEMBER								
2	6	7*	8	9	10	11	12	
3	13	14	15	16	17	18	19	Labor Day – September 7
4	20	21	22	23	24	25**	26	Native American Day Commemoration
5	27	28	29	30				21
OCTOBER								
6	4	5	6	7	8	9	10	
7	11	12	13	14	15	16	17	
8	18	19	20	21	22	23	24	
9	25	26	27	28	29	30	31	22
NOVEMBER								
10	1	2	3	4	5	6	7	
11	8	9	10	11*	12	13	14	Veteran's Day Observance– November 11
12	15	16	17	18	19	20	21	
13	22	23	24	25	26*	27*	28	Thanksgiving Holiday – November 26 and 27
14	29	30						18
DECEMBER								
15	6	7	8	9	10	11	12	
16	13	14	15	16	17	(18)	19	Semester ends December 17; Scheduled Flex Day-December 18
17	20	21	22	23	24*	25*	26	
	27	28*	29*	30*	31*			13
								TOTAL 80

EARLY SPRING SESSION – January 4, 2016 through January 26, 2016

JANUARY								
					1*	2		
	3	4	5	6	7	8	9	Early Spring Session begins January 4
	10	11	12	13	14	15	16	
	17	18*	19	20	21	22	23	Martin Luther King Day – January 18
	24	25	26	(27)	(28)	(29)	30	Session ends January 26; Scheduled Flex Days January 27, 28 & 29
	31							

SPRING SEMESTER – February 1, 2016 through June 3, 2016

1	FEBRUARY							
2	7	8	9	10	11	12*	13	Semester begins February 1
3	14	15*	16	17	18	19	20	Lincoln Day – February 12
4	21	22	23	24	25	26	27	Washington Day – February 15
5	28	29						19
5	MARCH							
6	6	7	8	9	10	11	12	
7	13	14	15	16	17	18	19	
8	20	21	22	23	24	25	26	
	27	28	29	30	31**			March 31 – Cesar Chavez Day
APRIL								
9	3	4	5	6	7	8	9	Spring Recess March 27 to April 2
10	10	11	12	13	14	15	16	
11	17	18	19	20	21	22	23	
12	24	25	26	27	(28)	29	30	Scheduled Flex Day April 28
12	MAY							
13	1	2	3	4	5	6	7	
14	8	9	10	11	12	13	14	
15	15	16	17	18	19	20	21	
16	22	23	24	25	26	27	28	
17	29	30*	31					Memorial Day – 5/30
17	JUNE							
17	5	6	7	8	9	10	11	Semester ends June 3; Commencement June 4
								TOTAL 81

SUMMER SESSION – June 13, 2016 through July 22, 2016 (6-week session) June 13, 2016 through August 5, 2016 (8-week session)

1	JULY							
2	12	13	14	15	16	17	18	Summer session begins June 13
3	19	20	21	22	23	24	25	
4	26	27	28	29	30			
3	AUGUST							
4	3	4*	5	6	7	8	9	Independence Day – July 4
5	10	11	12	13	14	15	16	
6	17	18	19	20	21	22	23	End of Six-Week Session – July 22
7	24	25	26	27	28	29	30	
8	31							
8	AUGUST							
8	1	2	3	4	5	6		End of Eight-Week Session – August 5

* Holidays for Classified Staff and Administrators Non-Teaching Days within Session () Scheduled Flex Days for Faculty
 ** Native American Day/Cesar Chavez Commemoration

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August 2015

Dear Colleagues:

Welcome to the 2015-2016 academic year.

This Faculty Handbook has been developed to familiarize and support new faculty in learning about Monterey Peninsula College. It includes information about the policies and procedures related to your work and success at MPC. While new faculty will gain the most from this Handbook, we encourage all faculty to refer to it and seek clarification where helpful to comply with the expectations of the College.

The Faculty Handbook has evolved over the years, but no handbook can anticipate every circumstance or situation. The policies contained in this Faculty Handbook dated August 2015 supersede and replace all previously communicated policies both in written and verbal form.

Please keep this Handbook as a reference and inform the Office of Academic Affairs of any additional items that should be addressed or included in future editions of the Handbook.

We welcome you to the new academic year and look forward to supporting you as we collaborate to promote student and institutional success. You are part of a remarkable college, where every employee and student is valued and nurtured, and every success is celebrated.

Have a wonderful and successful year!

Kiran Kamath

Kiran Kamath
Vice President of Academic Affairs

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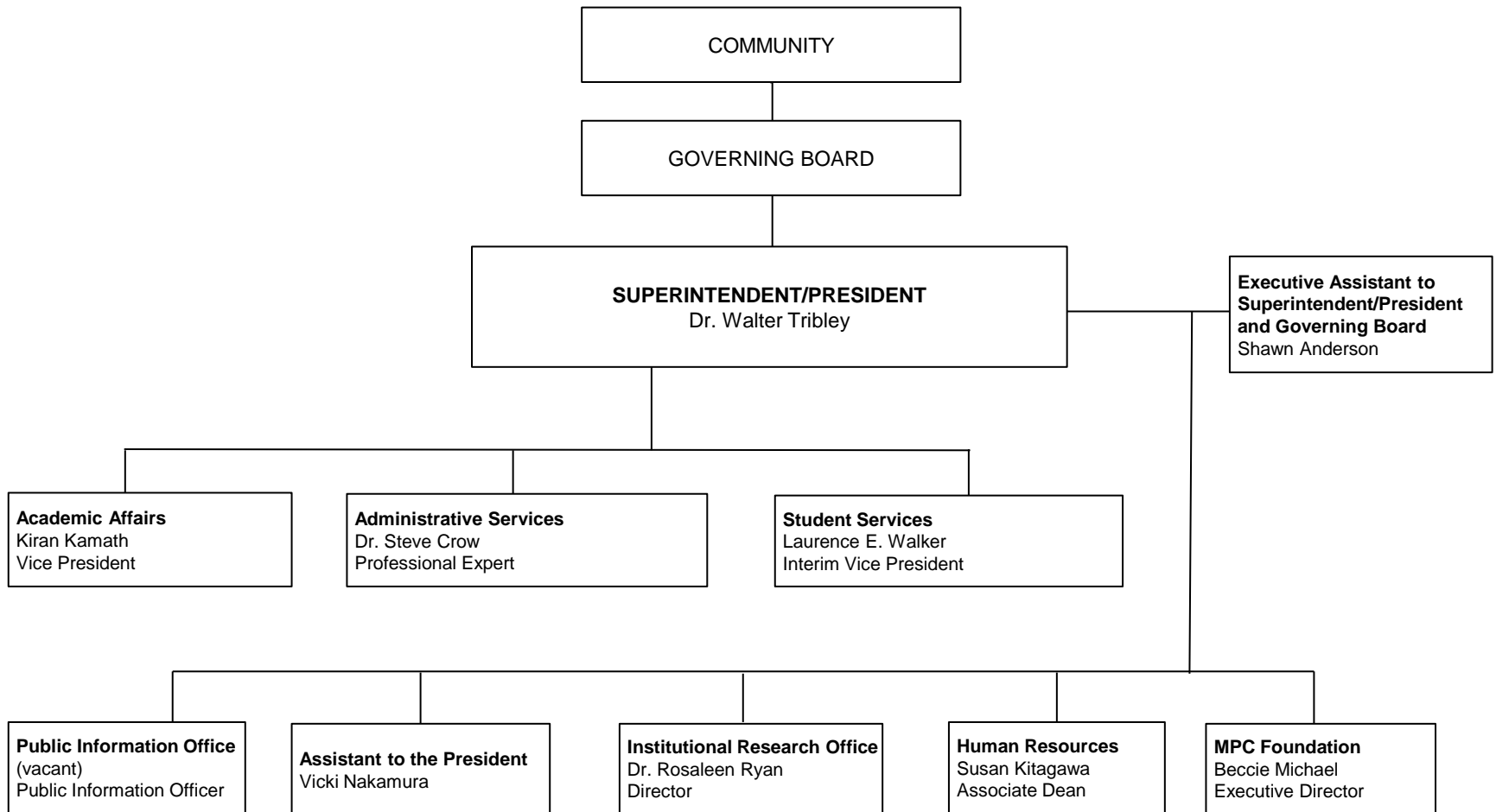
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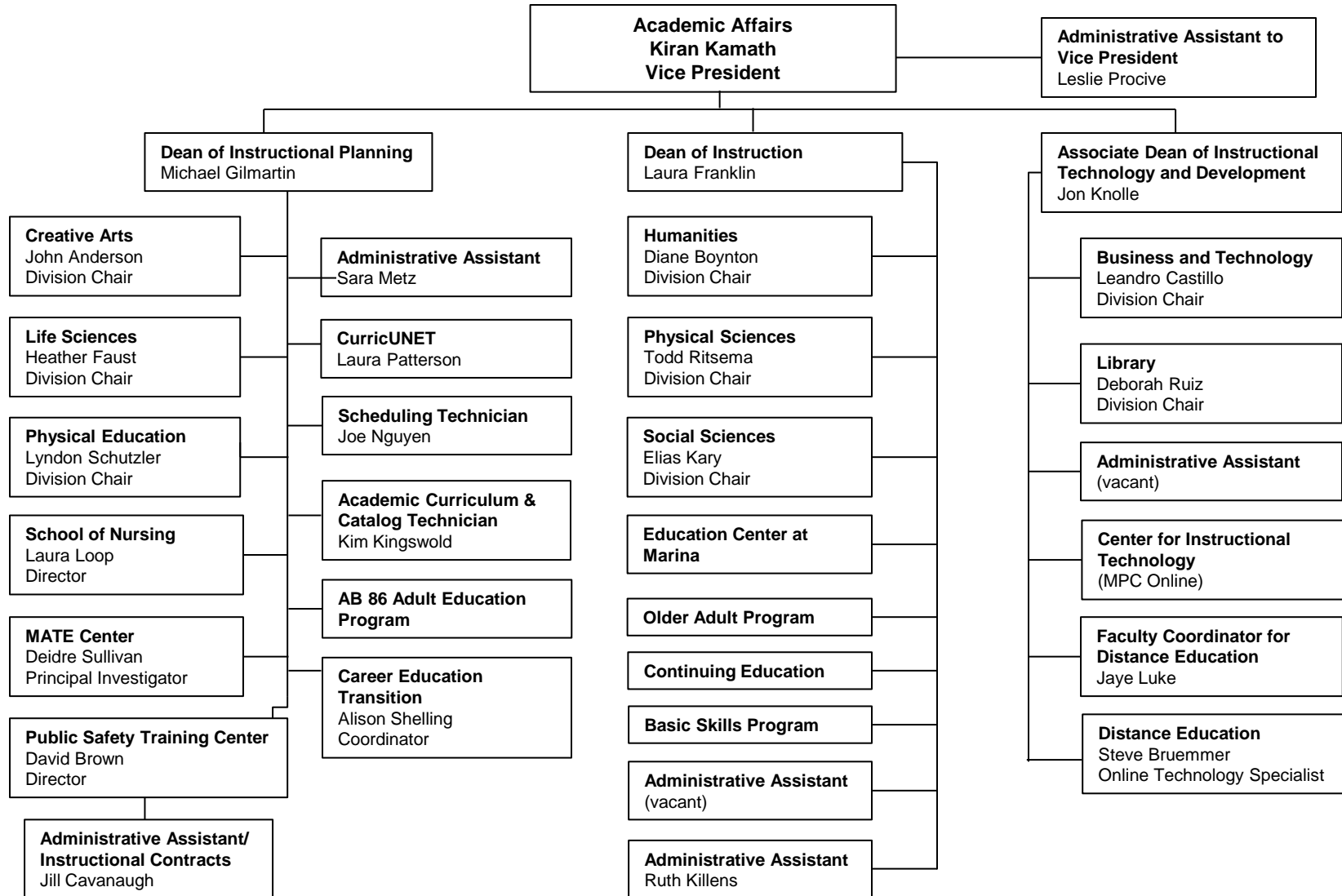
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MONTEREY PENINSULA COLLEGE
2015-2016



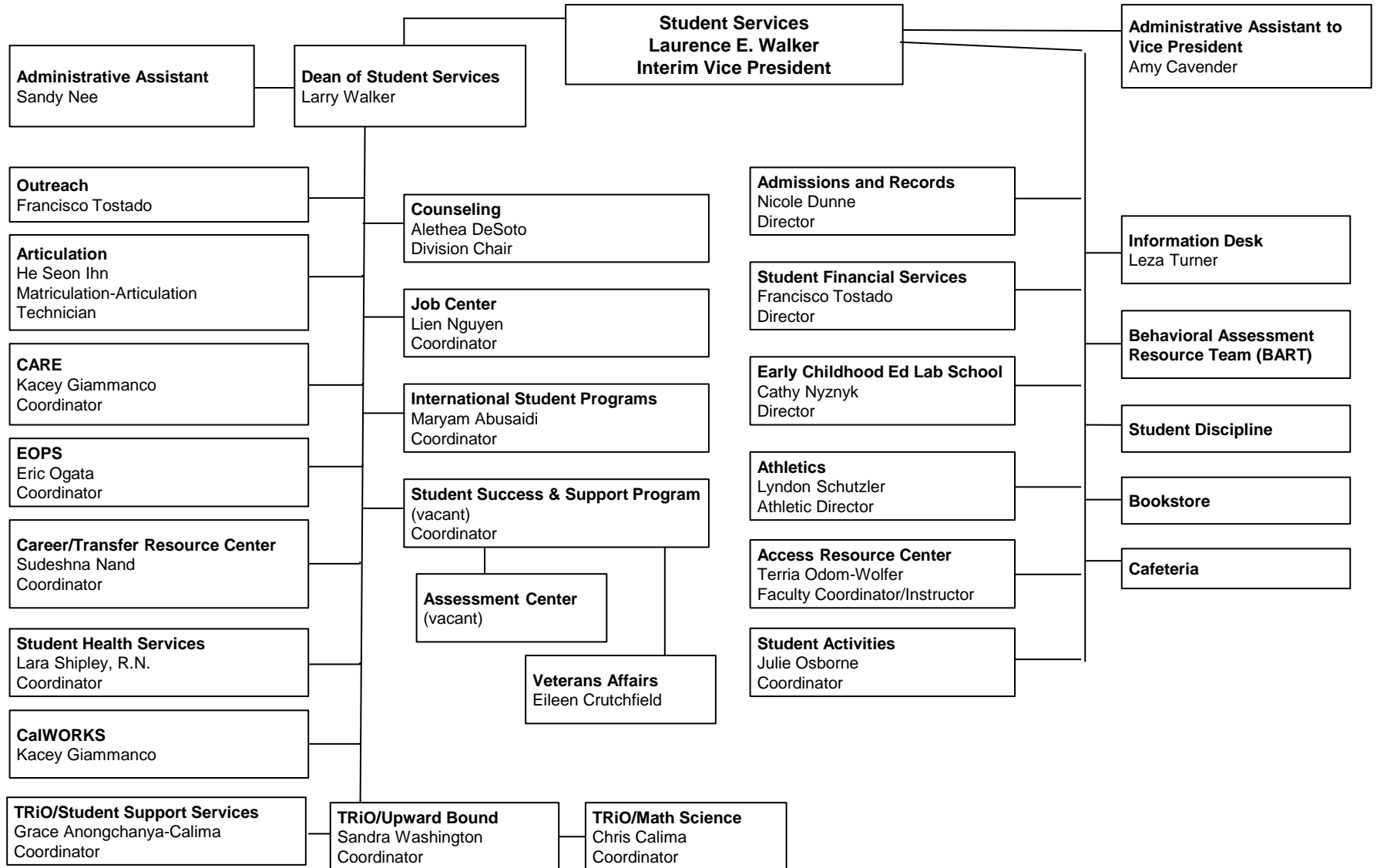
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Academic Affairs 2015-2016



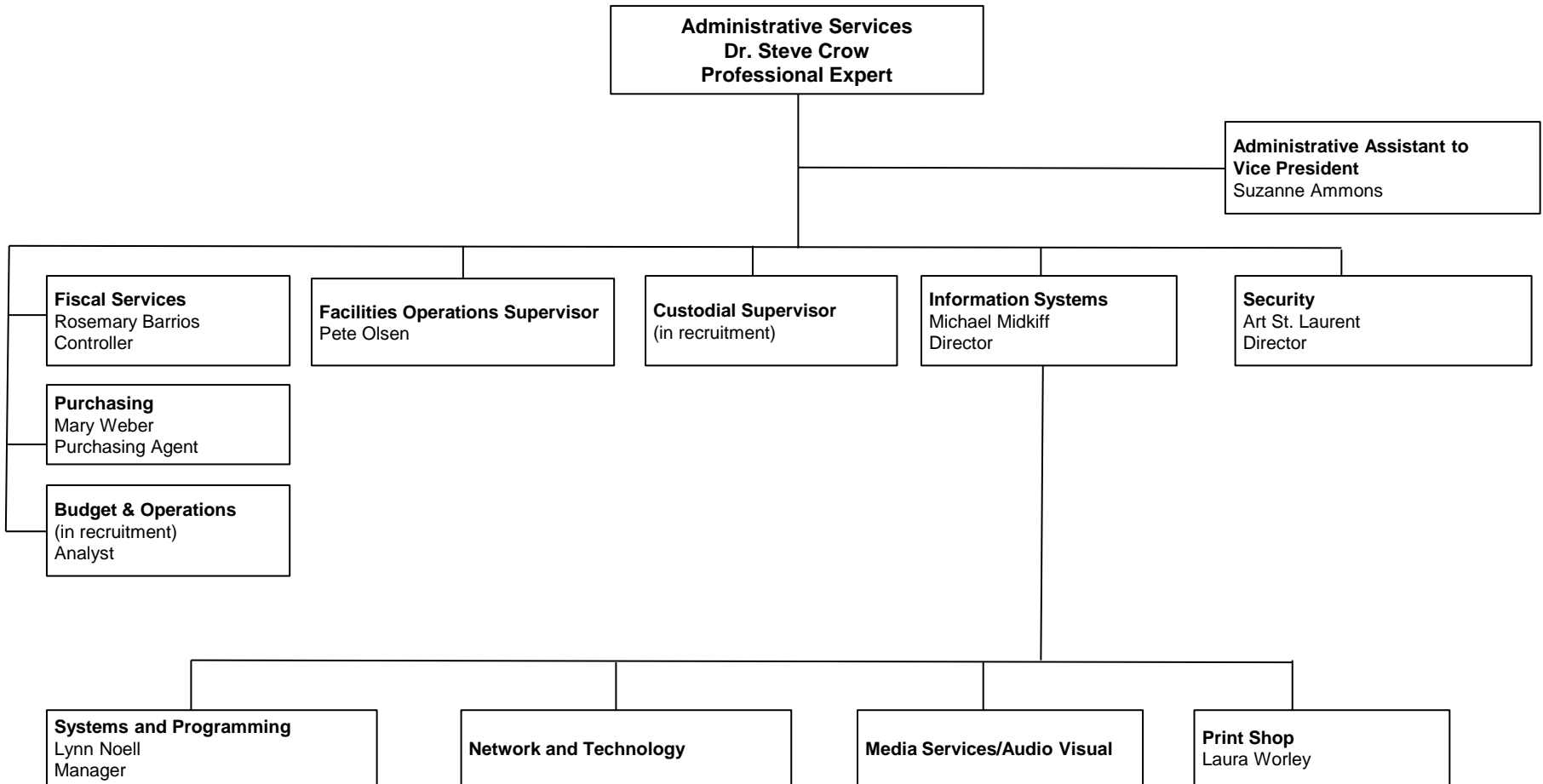
MONTEREY PENINSULA COLLEGE

Student Services 2015-2016



MONTEREY PENINSULA COLLEGE

Administrative Services 2015-2016



Staff Directory

Title	Name	Phone
Superintendent/President	Dr. Walt Tribley	646-4060
Vice President, Academic Affairs	Kiran Kamath	646-4034
Interim Vice President, Student Services	Larry Walker	646-4190
Interim Vice President, Administrative Services	Steve Crow	645-4040
Dean of Instructional Planning	Michael Gilmartin	646-4039
Dean of Instruction	Laura Franklin	646-4816
Assoc. Dean, Instructional Tech & Development	Dr. Jon Knolle	646-3030
Director of Information Systems	Michael Midkiff	646-3073
Associate Dean of Human Resources	Susan Kitagawa	646-4014
Dean of Student Services	Larry Walker	645-1372
Director, Institutional Research	Dr. Rosaleen Ryan	646-4035
Director, Early Childhood Education Lab School	Cathy Nyznyk	646-4066
Director, Student Financial Services	Francisco Tostado	646-3043
Director, International Student Programs	vacant	645-1380
Director, English and Study Skills Center	Adria Gerard	646-4177
Director, Athletics	Lyndon Schutzler	646-4220
Director, Maurine Church Coburn School of Nursing	Laura Loop	646-3025
Coordinator of Student Health Services	Lara Shipley	646-4017
Director of Admissions & Records	Nicole Dunne	646-3007
M.A.T.E. Administrator	Michael Gilmartin	646-4039
President, Academic Senate	Dr. Alfred Hochstaedter	646-4149
President, Associated Students	Maria Lopez	646-4013
Division Chairs:		
Business and Technology	Leandro Castillo	646-4076
Creative Arts	Dr. John Anderson	646-4201
Humanities	Diane Boynton	646-4097
Library	Deborah Ruiz	646-3097
Life Sciences	Heather Faust	646-4130
Physical Education	Lyndon Schutzler	646-4220
Physical Sciences	Todd Ritsema	646-4153
Social Sciences	Elias Kary	646-4161
Division Office Managers/Unit Office Managers:		
Business and Technology	Scott Gunter	646-4071
Creative Arts	Barbara Smallwood	646-4198
Humanities	Michele Brock	646-4100
Library	Kevin Haskin	646-4098
Life Sciences	Rosa Arroyo	646-4125
Physical Education	Amber Thompson	646-4222
Physical Sciences	Linda Logsdon	646-4257
Social Sciences	Song Monroe	646-4160
Nursing	Elba Advincula	646-4237
Education Center at Marina	Georgina Reinke	646-4850

Governing Board

The Monterey Peninsula College District is governed by a five-member Board of Trustees who are elected for a four-year term using the “trustee district” method. The trustee district method requires that prospective trustee candidates reside in the trustee area for the board seat being sought and only voters in that trustee area may vote in that election.

The Trustee District consists of the following five areas:

- Area One: City of Seaside and Sand City
- Area Two: City of Marina
- Area Three: City of Monterey, City of Del Rey Oaks, and the unincorporated Monterey County area of the former Fort Ord
- Area Four: City of Pacific Grove and the Del Monte Forest area
- Area Five: City of Carmel-by-the-Sea, the Carmel Valley area, the City of Monterey south of Highway 68 and Big Sur

The Governing Board derives its authority for the development, management, control and operation of all properties, programs, policies and procedures of the District and College from Sections 72200-72282 of the California Education Code. The members of the Monterey Peninsula College District Board of Trustees are:

- Mr. Rick Johnson, Chair
- Dr. Loren Steck, Vice Chair
- Dr. Margaret-Anne Coppernoll, Trustee
- Ms. Marilyn Dunn Gustafson, Trustee
- Mr. Charles Brown, Trustee
- Mr. Stephen Lambert, Student Trustee

The student trustee (elected by the students) represents the student body and has an advisory vote that permits the student trustee to express a non-binding opinion on action items brought before the Board. Although it would not count in determining if an item passes, the advisory vote would be logged in the minutes. This advisory vote is authorized on a year-to-year basis, and these privileges must be adopted by May for the following year.

The specific duties of the Board include:

- Selecting, appointing and evaluating the Superintendent/President
- Determining the broad general policies which will govern the operation of the College and the District and reviewing them periodically
- Acting on recommendations of the Superintendent/President
- Reviewing and adopting the annual budget
- Approving the expenditure of all funds
- Assuring the financial solvency of the District
- Acting on recommendations of the Superintendent/President regarding the appointment or dismissal and assignment of all faculty and staff members
- Functioning as the legislative and policy-making body charged with the oversight and control of the College, leaving the executive function to the Superintendent/President

Governing Board

- Approving and evaluating the educational program of the College with the Superintendent/President and other appropriate personnel
- Participating in the development of educational policies with local, regional, state and national agencies
- Ensuring proper accounting of all funds under the supervision of the Board
- Providing for the annual audit of all funds under the supervision of the Board
- Considering communications and requests from citizens or organizations on matters of policy and administration, and
- Consulting with the Board President prior to recommending meeting agenda items

A copy of all Board Policies is available at: <http://www.mpc.edu/about-mpc/leadership/board-of-trustees/governing-board-policies>

Each faculty member is urged to become familiar with the policies, since, as stated: “All employees are expected to know, and will be held responsible for observing, all provisions of the law pertinent to their activities as employees of the college.”

Five major Governing Board policies which are of particular interest to the faculty are excerpted or printed in their entirety on the following pages.

Governing Board Policies

Academic Freedom

The Governing Board has adopted the following policy statement (Board Policy 3120):

“The purpose of this policy is to define “academic freedom” so as to protect the institutional neutrality of Monterey Peninsula College (MPC) in its practice of intellectual pluralism and to defend faculty, students, and the curriculum from the influence of any current or future political fashion or orthodoxy. The college is a bastion of competing ideas; unanimity is anathema to academic freedom and intellectual life.

In general, at MPC academic freedom means that faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, [MPC] maintains an atmosphere in which intellectual freedom and independence exist...”

The full policy can be viewed through the Governing Board Policies website at:

<http://www.mpc.edu/about-mpc/leadership/board-of-trustees/governing-board-policies>

Equal Employment Opportunity and Non-Discrimination/HIV/ARC/AIDS

The Governing Board and Superintendent/President have overall responsibility for ensuring equal opportunity. The Governing Board policies include major statements on non-discrimination. The Equal Employment Opportunity plan includes a policy statement as follows (Board Policy 5100):

The Monterey Peninsula Community College District is committed to the concept and the principles of equal employment opportunity. To this end, the District will implement a comprehensive program to put that concept and those principles into practice.

It is the District’s policy to ensure that all qualified applicants for employment and all employees have full and equal access to employment opportunity. To achieve this end, the District will ensure that applicants for employment and all employees are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, race, color, national origin, religion, age, sex, gender, gender ability, physical disability, mental disability, ancestry, sexual orientation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups. Such a workforce will promote an inclusive educational and employment environment which fosters cooperation, acceptance, democracy and free expression of ideas.

An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Governing Board Policies

The Governing Board policy statement on HIV/ARC/AIDS states in part (Board Policy 5120):

HIV/ARC/AIDS

The District will treat all employees equally, regardless of whether they have HIV/ARC/AIDS, are perceived to have HIV/ARC/AIDS, belong to a group thought to be particularly susceptible to HIV/ARC/AIDS, are related to or reside with persons having HIV/ARC/AIDS, or have tested positive for the HIV antibody. An individual with HIV/ARC/AIDS will not be denied employment in the District as long as he/she is able to perform in accordance with the respective standards of each position. Furthermore, the District will not require an individual to undergo antibody testing, or other HIV/ARC/AIDS medical screening, as a condition of employment. The District will not deny a person who has HIV/ARC/AIDS any benefits for which he/she is eligible, and, in accordance with state law, such information shall be confidential.

Sexual Harassment Policy

It is the policy of the Monterey Peninsula Community College District to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, and other verbal or physical conduct or communications constituting sexual harassment (Board Policy 5105):

Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting, and includes but is not limited to:

- Making unsolicited written, verbal, physical, and/or visual contact with sexual overtones. (Examples of sexual harassment in written form include, but are not limited to: suggestive or obscene letters, notes, and invitations. Examples of verbal sexual harassment include, but are not limited to: leering, gestures, display of sexual aggressive objects or pictures, cartoons, or posters)
- Continuing to express sexual interest after being informed that the interest is unwelcome
- Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of this type of sexual harassment within the work place: implying or actually withholding grades earned or deserved; suggesting poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied
- Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee's career, salary, and/or work environment
- Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student

Governing Board Policies

- Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignment, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors
- Awarding educational or employment benefits, such as grades or duties or shifts, recommendations, reclassifications, etc., to any student or employee with whom the decision-maker has a sexual relationship and denying such benefits to other students or employees

Complaints of unlawful discrimination, sexual harassment and sexual assault must be reported immediately to Susan Kitagawa, Associate Dean of Human Resources and shall be investigated under the District's Procedures for Complaints of Unlawful Discrimination, including Sexual Harassment. Ms. Kitagawa can be reached at 646-4014 or by email at skitagawa@mpc.edu. Special care shall be taken to ensure confidentiality to protect both the complainant and the person complained against to the extent possible. Complaint procedures and complaint forms are available on the website: <http://www.mpc.edu/about-mpc/campus-resources/human-resources/hr-forms-and-documents>

Instructor Responsibilities

The Governing Board states that all teaching faculty, full-time and adjunct, are expected to (Board Policy 5320):

1. Meet each scheduled class and teach or conduct learning exercises for the entire period
2. Contact the appropriate division chair or administrator in advance to make arrangements for unavoidable absences
3. Provide each student at the beginning of the course written information about the course to include a full description of the instructor's grading system and how the student will be evaluated
4. Keep accurately required class records on attendance, withdrawal and grading
5. Submit when due all necessary reports, such as attendance and grade reports, roll books and class information sheets, and certify their accuracy
6. Comply with all institutional policies and procedures
7. Give careful attention to all bulletins and memoranda from administrative offices
8. Check assigned faculty mailbox regularly

In addition, Board policy Appendix 5320 outlines the following duties and responsibilities of full-time faculty. Under the direct supervision of the appropriate administrator and working in conjunction with their Division Chairs, full-time faculty are expected to perform the duties and, when occasions arise, assume the responsibilities listed below in the general areas of: instruction; service to College, students, and community; professional responsibilities; and miscellaneous, in addition to those specified in the agreement between MPCCD and MPCTA.

1. Instruction

- Follow course outlines as filed in the Academic Affairs Office and division centers
- Revise course outlines/descriptions, as needed, at least every six years

Governing Board Policies

2. Service to College, Students, and Community

A. Observe, support, and enforce the regulations, policies, and programs of the College, including observance of the proper channels of communication and the following:

- Enforce policies and laws where appropriate, e.g. non-repetition of courses
- Attend official department, division, and general faculty meetings
- Submit when due all necessary reports, such as attendance and grade reports, roll books, class and office hour schedule, professional growth forms, etc., to the appropriate office
- Provide up-to-date student enrollment information for Veterans Office to verify appropriate institutional records
- Comply with institutional add/drop procedures for students as established by the Admissions and Records Office
- Plan field trips in advance and advise students to inform other instructors of their absence

B. Each semester, provide his/her students with written information regarding each course taught. This communication (Course Syllabus) will include all information pertinent to make an informed decision on the student's part regarding enrollment in the class, and all information relevant to having a satisfying experience and performing successfully in the class. Regardless of the manner in which an instructor chooses to convey this information, a copy of each course (not section) taught each semester is to be filed with the Academic Affairs Office by the end of the first week of classes. Also, a copy is to be included with roll books when submitted at the close of each semester. *Appendix A* provides the format.

- Refer students to appropriate College sources for information on further counseling
- Assist students to evaluate their potential for successful achievement in the instructor's field
- Provide information concerning vocational outlets and opportunities in the instructor's field
- Provide information regarding content of courses in the instructor's field
- Provide information regarding post community college education and training opportunities in the instructor's field
- Communicate with appropriate staff or the student personnel staff concerning any student the instructor feels needs further assistance

C. Other Obligations:

- Where extensive syllabic or handout materials are used, prepare them in advance so they can be sold through the Bookstore
- Lend fullest cooperation in reducing cost of utilities
- Exercise maximum restraint in utilizing the telephone for long distance calls related to College business
- Work toward the development of curricula that will improve student retention
- Work toward teaching approaches and offerings that will better meet the educational needs of the "new publics," e.g. minority students, economically disadvantaged students, women, the unemployed and underemployed, part-time students, veterans, military service members, and disabled students

Governing Board Policies

D. During the course of the instructional year, instructors are expected to be significantly engaged in a number of the following:

- Serve on official institutional committees, including screening committees for employment of other instructors and of classified personnel; and on self-study committees as part of the accreditation process
- Recommend to the Department Division Chair by means of budget requests, on an annual and projected basis, needs such as audio-visual support, library books, periodicals, and other instructional materials together with full justification for these requests
- Upon request, serve on accreditation teams accrediting other community colleges
- Serve as division and/or department chairperson upon selection by division and appointment by the administration
- Serve as a member of the Academic Senate, if nominated and elected
- Provide necessary liaison for instructional support services such as the Library, the English Study Skills and Reading Center, audio-visual services, etc.
- Supervise and evaluate classified personnel as required
- Aid in the determination and preparation of proposals for grants related to the educational programs of the division
- Monitor custodial and maintenance performance needs on a day-to-day basis, and report problems to the Division Chair
- Maintain accurate records of equipment for replacement purposes
- Evaluate other instructors (regular, contract, and/or temporary), as requested
- Review catalog, schedules, brochures, and other materials pertaining to the educational program of the division, and make recommendations for changes and improvement, as appropriate
- Assist the Division Chair in obtaining a qualified substitute in the event of the instructor's absence. Participate in registering and advising students
- Liaise with students and staff in the development and support of extra-curricular activities
- Maintain communication with the counseling staff regarding program requirements, proper program sequence for students, and student problems
- Maintain follow-up records on students in order to document success
- Where appropriate, provide occupational placement assistance to students completing their program within instructor's area of responsibility
- Prepare letters of recommendation for four-year institutions, employers, scholarships, financial aid, etc.
- Supervise and evaluate District student help and work-study students as required, and submit accurate records, time cards, etc., promptly
- Maintain necessary articulation with local high schools to ensure continuity for entering high school students
- Assist with articulation for four-year colleges to ensure continuity for transferring students
- Serve on advisory committees where appropriate
- Perform services to the community (e. g., speeches, consultation, etc.)
- Enter into an Independent Study agreement(s) with student(s), and conduct such course(s) on a voluntary basis

Governing Board Policies

- Perform other necessary and reasonable duties as requested by the Division Chair or required by administration for increasing effectiveness of the division or the institution

3. Professional Responsibilities

- Be aware of current trends in subject areas by participating in professional activities and by reading current literature in one's academic field
- Participate in professional growth activities consistent with the institutional professional growth policy
- Periodically review personnel file to ensure completeness and accuracy. Submit necessary information to verify or maintain credential status
- Restrict outside employment and/or overload-pay teaching to avoid interference with contractual duties and responsibilities

Civil Rights of Employees

The Governing Board states civil rights of employees as (Board Policy 5040):

1. Political

The Governing Board recognizes the right of any employee to take or refrain from taking a stand on a political issue and to support or oppose any issue or candidate. Such activities, however, must be conducted on the employee's own time and he/she must not use materials, equipment, telephones, or clerical times furnished by the District. Employees will exercise reasonable care to show that they are acting in their capacity as private citizens.

2. Organizational

Employees have the right to form, join, and participate in lawful activities of employee organizations. They also have the right to refuse to form, join, or participate in employee organization activities. However, employees represented by MPCTA/MPCEA must pay dues, a service fee, or make a contribution in the same amount to a District-designated scholarship or foundation.

Employee Organizations

MPCTA – Monterey Peninsula College Teachers Association

The Monterey Peninsula College Teachers Association (MPCTA), whose parent organization is the California Teachers Association/National Education Association, is the faculty collective bargaining organization. It exists primarily to protect and advance the professional and economic interests of the faculty. MPCTA represents the faculty on such matters as working conditions, salaries, contract enforcement and retirement. For more information, consult the contract that is located in the Human Resources Office in the Administration building. Download a copy from:

<http://www.mpc.edu/about-mpc/campus-resources/human-resources/employment>

MPCEA – California School Employees Association

Monterey Peninsula College Employees Association (MPCEA), Chapter 245, is the classified staff's bargaining unit. MPCEA's parent unit is the California School Employees Association (CSEA). MPCEA is operated by classified school employees who elect officers. CSEA and MPCEA represent classified employees in negotiations for salary, benefits and working conditions.

For information relating to classified employees, consult the MPCEA, Chapter 245 contract which is located in the Human Resources Office in the Administration building. Download a copy from:

<http://www.mpc.edu/about-mpc/campus-resources/human-resources/employment>

Campus Governance

Monterey Peninsula College utilizes a number of committees to develop and carry out policies, and to advise the Governing Board and administration on issues of importance to the college community. Following are some of the committees that deal with areas of significant concern to the faculty. Additional information about each committee can be found at the MyMPC Committee webpage: <http://mympc.mpc.edu/Committees/Pages/default.aspx>

Academic Senate.....*President: Dr. Fred Hochstaedter, Ext. 4149*

The Academic Senate, an organization authorized under the State Education Code, is an elected body of faculty members whose function is to provide faculty representation in working with the administration and Governing Board on academic and professional matters and the formulation of District educational policy.

Equal Employment Opportunity Advisory Committee (EEOAC).....*Chair: Susan Kitagawa, Ext. 4014*

The EEOAC is a collaboration of community and campus members committed to the continuous review of employment policy and procedures at MPC to ensure equal access to all regardless of gender, race, ethnicity, national origin, disability, sexual orientation, medical condition or any other class protected by law.

Academic Council.....*Chair: Larry Walker, Ext. 4290*

The function of the Academic Council is to consider student petition request for exceptions to the regular rules and regulations of the College.

Curriculum Advisory Committee (CAC)..... *Chair: Sunshine Giesler, Ext. 4138*

The CAC reviews and recommends new courses and academic programs. It also reviews curricular revisions and supplements. The Committee recommends new curricula to the Governing Board, which gives final approval for courses.

College Council*Co-Chairs: Diane Boynton, Ext. 4097
and Stephanie Perkins, Ext. 4291*

The College Council is the central campus body of the shared governance process. It serves to confirm the institutional support for recommendations brought to the Board by the President/Superintendent and is a key component of MPC's integrated planning and resources allocation process. College Council is responsible for establishing the institution's direction by developing the institutional mission statement and long-term goals, in conjunction with the Governing Board and Accreditation Standards. Further information regarding the shared governance process at MPC is available in the Institutional Self-Study for reaffirmation of Accreditation at <http://www.mpc.edu/about-mpc/campus-information/accreditation>

MPC is organized into three components: Academic Affairs, Student Services, and Administrative Services. Each of these components is led by a vice president who receives recommendations from an advisory group: Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG). For the planning and resource allocation process, each of the advisory groups prioritizes action plans, or resource allocation requests, from all of the instructional divisions or areas within their component. The vice presidents then bring each of their

Campus Governance

prioritized action plans forward to integrate them into a single prioritized list for presentation to the College Council.

Academic Affairs Advisory Group (AAAG).....Chair: Kiran Kamath, Ext. 4034

AAAG is one of three College Council advisory groups under the current shared governance structure. It provides a forum for communication among its membership about campus issues of common interest. Members are charged with representing the interests of their constituency at AAAG and with communicating back to their constituency the discussions and recommendations of AAAG. The group makes recommendations for action to College Council on issues of policy (including Board Policy), planning and resource allocation. It also makes recommendations to the Vice President of Academic Affairs on operational issues.

Administrative Services Advisory Group (ASAG).....Chair: VP Administrative Services, Ext. 4040

ASAG is one of three College Council advisory groups under the current shared governance structure. The group is comprised of members from the following areas: Fiscal, Facilities, Security, Information Systems, Faculty and Classified. It is each group's responsibility to see that campus issues are communicated to all members of that area; input is gathered and considered, followed by a recommendation to College Council for action if necessary.

Student Services Advisory Group (SSAG).....Chair: Larry Walker, Ext. 4290

SSAG is one of the three College Council advisory groups under the current shared governance structure. It is chaired by the Vice President of Student Services. Campus issues are discussed and it is the group's responsibility to ensure that information is communicated to all members of that area.

Enrollment Advisory Committee (EAC).....Chair: Larry Walker, Ext. 4290

The EAC functions as a strategic advisory committee on enrollment issues, with an emphasis on recommending strategies to enhance student enrollment and participation rates across the district. The committee makes recommendations to the Superintendent/President. Its membership is functionally based and appointed by the Superintendent/President to ensure an institutional focus.

Health and Safety Committee.....Chair: Mark Clements, Ext. 1349

The Health and Safety Committee's charge is to review safety and health procedures and make recommendations to the Vice President of Administrative Services. The Vice President of Administrative Services then brings these recommendations to the Administrative Services Advisory Group.

Professional Recognition Board (PRB).....Co-Chairs: Laura Franklin, Ext. 4816
and faculty member

The PRB reviews sabbatical applications and nominations for the Allen Griffin Teaching Award and makes recommendations to the Superintendent/President. The PRB is co-chaired by a faculty member nominated by the PRB faculty members and an administrator designated by the Superintendent/President.

Campus Governance

There are two additional committees that are chaired by the Superintendent/President. Neither committee is a shared governance group; however, they are an important part of the process in achieving the long-range goals of the college.

Administrative Council.....Chair: Dr. Walt Tribley, Ext. 4060

The Administrative Council includes all members of the Management Team plus Division Chairs, directors, and coordinators. It typically meets at the beginning of the fall term as an information sharing group. The agenda includes recent information regarding operational matters that will facilitate a successful start of the academic year. This is not a governance group and plays no role in institutional decision making.

Management Team.....Chair: Dr. Walt Tribley, Ext. 4060

The Management Team includes all non-classified and non-faculty employees ranging from confidential employees to the Superintendent/President. The Management Team meets monthly as an information sharing group. The agenda includes information regarding operational matters. This is not a governance group, except for the role of selecting the management representatives to College Council.

Human Resources

Human Resources Department

The Human Resources (HR) Department is open from 9:00 a.m. to 4:00 p.m., Monday, Tuesday, Thursday and Friday; Wednesdays from 9:00 a.m. to 12:00 p.m. Information and assistance are available on state minimum qualifications for teaching, insurance, retirement systems, employment opportunities, and HR policies and regulations.

The HR website <http://www.mpc.edu/about-mpc/campus-resources/human-resources> contains information on these topics, as well as commonly used forms.

Contact Information Changes

An instructor must notify the HR Department when he/she changes residence, phone numbers, or other contact information. A new "Employee Contact Information" card (available in the HR Department) must be completed.

Additionally, an instructor must log on to the Faculty Portal and update his/her information.

Teaching Eligibility

In order to teach at Monterey Peninsula College, an instructor must either:

- Meet current California state minimum requirements to teach in his/her specific discipline, or receive MPC Governing Board approval of equivalency, or
- Have a valid California Community College teaching credential appropriate for his/her instructional area

Documents validating teaching eligibility must be presented to HR prior to beginning a teaching assignment. The California Community college Chancellor's Office publishes the minimum qualifications for faculty and administrators and is available for download at:

<http://www.mpc.edu/home/showdocument?id=3788>

If you do not meet the minimum qualifications, you may wish to apply for an equivalency. The Equivalency to Minimum Qualifications request form is available online at:

<http://agency.governmentjobs.com/mpc/default.cfm?promotionaljobs=1>

For additional information regarding state minimum qualifications and the equivalency process, adjunct faculty can contact the HR Specialist at 646-4204, and full-time faculty can contact the HR Analyst at 646-3038.

Human Resources

Tuberculin Clearance

California Education Code requires proof of freedom from tuberculosis; a tuberculin skin test or X-ray is required of all employees upon employment, and every four years thereafter. MPC Health Services offers the skin test. Please contact the Health Office at 646-4017 to schedule the skin test. A follow-up visit is also mandatory 72 hours after the test is given to determine test results and to supply verification to the HR Department. Call 646-4017 to schedule a five-minute appointment. If a skin test is positive-reacting, a chest X-ray will be required. Please contact HR for the necessary paperwork to schedule a chest X-ray.

Faculty Evaluation

MPC has a policy addressing instructor evaluation in order to provide the best education program possible for MPC students.

The process for the evaluation of all faculty includes both peer and student evaluations. All new instructors participate in both of these processes during their first semester with the District. Evaluation procedures are outlined in Article 14 of the Faculty Collective Bargaining Agreement: <http://www.mpc.edu/about-mpc/campus-resources/human-resources/employment>

For any questions regarding the evaluation process, contact the HR Analyst at 646-3038 or one of the MPCTA officers.

Getting Paid

Adjunct Faculty and Regular Faculty with Overload Assignments Teaching Semester-Length, Scheduled Courses

Adjunct faculty and regular faculty with overload assignments teaching semester-length, scheduled (not by arrangement) courses during fall and spring will be paid on a flat rate basis. Pay for teaching courses will be derived from the pay for a three-hour-per week course using 49 hours as the total per semester. This multiplier (49) will then be used with the correct hourly rate on Schedules B1 and B2. All courses will be assumed to be some proportion of this base. For example, a five-hour-per-week course will be paid based on the formula $\frac{5}{3} \times 49 \times$ the hourly rate. No corrections will be made for holidays, and this will become the rate of pay for the semester. The total salary for the semester will be paid in four equal installments (September through December for fall and February through May for spring).

All Other Adjunct Assignments including all Early Spring and Summer Session Courses

The pay period for adjunct faculty (other than adjunct faculty teaching semester-length, scheduled courses) is from the 16th of the month to the 15th of the next month.

Time sheets are placed in instructors' mailboxes around the 10th of each month. The time sheet shows the date on which it is to be returned to the Office of Academic Affairs in the Administration building.

Human Resources

In order to ensure proper payroll reporting, hourly instructors must follow these instructions when filling out their new time sheets:

- Use a **blue or black** pen
- Record hours worked in the calendar portion of the sheet only
- Do not record hours worked from the “Flex Day Contract” or any Student Advisement Hours on the time sheet. Those hours should be recorded on the “Flex Hours Form” or the “Student Advisement Hours Form” available from the HR Department. These forms must be signed by the Division Chair and turned in the last week of the semester to the appropriate Dean for approval
- Hours worked in a pay period other than the current pay period should be put in the “OTH” column. Indicate the dates on the back of the timesheet
- Be sure to sign and date the timesheet
- In order to ensure continuity of time accountability, all timesheets must be returned, whether or not instructors have teaching time for the month. Indicate “no time” worked by placing a “0” in the calendar area. If the class has ended or was terminated, place a “T” in the calendar area
- A copy of the completed time sheet should be made for personal records before submitting it to Academic Affairs or Student Services

All Faculty

Warrants are issued on the last working day of the month. Instructors who have not elected direct deposit will have their paychecks mailed on payday to the address on file with the HR Department. Forms for direct deposit are available in the HR Department or online: <http://www.mpc.edu/about-mpc/campus-resources/human-resources/hr-forms-and-documents>.

Illness

Full-time instructors earn sick leave at the rate of 10 days per contract year. Adjunct instructors earn sick leave at the rate of 1 hour for every 18 hours of paid service. Sick leave is available for absences necessary due to illness, injury, or personal appointments with medical/dental practitioners. See the MPCTA agreement or HR Department for further information. Questions about sick leave balances should be addressed to the Payroll Office, 646-4047 or 646-4008.

Absence reports must be turned in by the end of each month. Forms are available from the HR website: <http://www.mpc.edu/about-mpc/campus-resources/human-resources/hr-forms-and-documents>

- **Full time faculty must enter a “1” for a full day of absence or the appropriate fraction of a day in increments of .25**
- **Adjunct faculty and regular faculty with overload assignments must enter the number of hours for each absence**
- Further clarification on the method of charging sick leave/personal leave can be found in Article 8 of the MPCTA contract: <http://www.mpc.edu/about-mpc/campus-resources/human-resources/employment>

Human Resources

Absences and Substitutes

In the event of a family emergency or personal illness, please notify the appropriate division office as much in advance as possible (at least two hours prior to assignment). All other absences must be approved in advance. Sick and personal leave regulations are outlined in Article VIII of the MPCTA Agreement.

When an instructor will be absent from class for any reason, the Division Chair, together with the instructional administrator, will make a decision concerning a substitute. Faculty members who cannot meet their classes are encouraged to assign out-of-class work in the Library. It is important that evening instructors notify their Division Office Manager and request them to notify the On-Duty Evening Administrator (after 5:00 p.m.) of the arrangements made.

Injuries

All staff injuries that occur on the main campus or on other MPC sites must be brought to the attention of the employee's supervisor and HR immediately, and an incident report form must be completed for Workers' Compensation Insurance (Appendix B). If emergency care is needed, please seek medical care and inform the physician that it is work related. Contact HR at 645-1392 or 646-4016 to complete the necessary paperwork. The Security Office, 646-4099 and Health Services, 646-4017/4018, are also available to assist in the event of an emergency.

If a student is injured on the main campus or on other MPC sites, he/she should report the injury directly to the Student Health Services located in the Student Services building. Any injuries after 5:00 p.m. are reported to the Security Office and Security will contact the appropriate parties.

Retirement System

Adjunct instructors may elect to enroll in the State Teachers' Retirement System (STRS) any time. If adjunct instructors do not elect STRS membership, they are automatically enrolled in the Accumulation Program for Part-time and Limited-service Employees (APPLE) program. Once an instructor is a member of STRS, contributions will continue as long as the instructor teaches until retirement or a refund out of the system is taken. Moneys contributed to the system provide a retirement income or are refundable investments following the instructor's service as an academic employee.

The HR Department can provide further information for new and prior memberships in the STRS or the Public Employees' Retirement System (PERS).

Faculty Support

Basic Skills Initiative

MPC's Basic Skills Committee is composed of faculty, staff and administrators from instruction and Student Services departments and programs. The committee's mission statement reads as follows:

"The Basic Skills Committee is committed to supporting highly coordinated, integrated, and collaborative learning and support environments; raising awareness of basic skills; removing academic barriers; facilitating smooth academic transitions; creating clearer pathways to student success in both academic and vocational areas; and providing student-focused approaches to learning."

Among its many activities the committee manages the funds allocated for basic skills-related projects and professional development for faculty and staff. More information about the Basic Skills committee, including a number of resources for faculty, can be found at:

<http://mympc.mpc.edu/Committees/BSI/SitePages/Home.aspx>

Guest Lecturers

Guest lecturers for MPC courses have long been used on a voluntary basis to provide special expertise, knowledge and/or skill. Most guest lecturers are not paid an honorarium.

Guest lecturers, invited to enhance the instructional program, supplement the classroom experience for the students and share their direct experience in the field with staff and students.

Adjunct Instructors' Student Advisement Time

In accord with the MPCTA Agreement, adjunct instructors in general are eligible for paid student advisement time. Instruction of non-credit classes (numbered in the 400's) does not qualify. This provision is funded based on the budget limitation specified in the Agreement. If more instructors apply than can be funded, a cut off will be established based on the available funding.

Eligible instructors may receive a maximum of thirty (30) minutes per week per semester of student advisement time, allocated 7.5 hours per semester.

Once advised of the allocation of student advisement time, adjunct instructors must post a schedule outside their classrooms, include it in their Course Information Sheets (syllabi), and file the standard teaching/office hour form with the Office of Academic Affairs.

Typically, student advisement time is scheduled immediately before a class meeting, especially for the evening classes. If the scheduled classroom is unavailable, instructors should speak with their Division Chair about using offices of contractual instructors for advisement purposes.

Time is allotted by the second week of classes each semester.

Faculty Support

Library and Technology Center

The Library and Technology Center is a three-story, 67,500 square-foot building that houses a variety of programs and services in addition to the Library (located on the 2nd and 3rd floors):

- English and Study Skills Center and Reading Center on the first floor
- Instructional Technology Department/Distance Education and the Office of Institutional Research on the third floor

Additional spaces include a workshop-presentation/boardroom, two classrooms, copy center, lounge with study space and refreshments, group study rooms, and a college lounge.

Services available to MPC faculty include:

- General orientations to library resources, organization and services
- General and subject-specific classes taught in collaboration with faculty to improve student information competency skills and prepare students for required research projects
- Credit classes to assist students in learning how to find, evaluate and cite information
- Assistance in providing relevant source lists of materials that students can easily access
- Course reserve materials made available for students either online or at the Circulation Desk during hours the library is open
- Assistance to support faculty research by obtaining information materials from other lending institutions
- Introductory workshops for faculty and staff to introduce new digital information resources

Other services include:

- Reference assistance (available most hours the library is open)
- Orientations and research assistance for individuals (available upon request)
- Credit courses are offered year-round (including family research studies, information competency and literacy, and internet literacy)
- Instructor-placed course reserve material, which may include textbooks, class readings, exams, audio visual, and other supplementary items either online or at the Circulation Desk
- A Certificate and/or an Associate in Arts Degree in Family Research Studies (Genealogy) may be completed through online classes

Library cards are available to MPC students, faculty and staff, as well as residents of the District (with current identification). Additionally, materials can be borrowed (ILL) from other libraries for registered students and faculty/staff, as it pertains to academic research. The library is open throughout the academic year and summer session. Current hours are posted on the Library website at www.mpc.edu/library. For more information contact the Library at 646-4095 (main line) or 646-4262 (Reference Desk).

Faculty Support

Clerical Services

Clerical services for full-time and adjunct faculty are provided primarily through the division offices. Work to be keyboarded may require at least 72 hours' notice; most other work requires at least 48 hours' notice. Instructors should allow at least one week for midterm and final examination preparation. Please check with your Division Office Manager.

Network and Email Support

New faculty will be given an email/network address along with a temporary password that will require the user to change the first time they log in. The use of email and the MPC network are subject to both the MPC Email policy and the MPC Internet/Network Use policy. The primary means to request technology support is the MPC IT/AV Helpdesk System.

To access:

1. "IT & AV Help Desk Icon" on your desktop, or
2. <https://www.myschoolbuilding.com/myschoolbuilding/myitdrequest.asp> and fill out a request.

MPC Network and Email Access

Please submit a ticket to the MPC IT/AV Helpdesk for technology related issues or questions, including:

- Internet Access,
- Wireless Access
- Computers, printers, faxing
- Network storage
- Microsoft Office Application
- Email
- Telephone

Website Support

MPC's public website can be found at <http://www.mpc.edu>. The MPC Intranet (MyMPC) can be found at <http://mympc.mpc.edu> and requires a network login and password for access.

Faculty & Staff Directory Pages (public site)

All faculty, staff and administrators have a directory page that is accessible on the public website. This page includes contact information for the individual: name, email address, phone number and office number (if applicable). This page also includes an area that is completely editable by the individual. It can be used to include a short bio of the individual; faculty members are encouraged to post their office hours here as well. Faculty and staff are highly encouraged to edit this content since it is considered a useful resource across the campus. Access to edit this information must be requested through the IT department via email (wembaster@mpc.edu) or by submitting a request through the IT ticket system. Instructions and/or training on how to edit these pages is available.

Faculty Support

Department, Committee and Club Pages (public site)

The public website has been designed for distributed support of the content across the campus. Department, Committee and Club chairpersons (supervisors) will have permission to edit their content on the public website. MPC's Webmaster is available to provide support and training as required. MPC faculty and staff who are interested in designing or developing content for the public site should contact the Webmaster to enable permissions and provide preliminary training. The site is designed to be highly visual and supports the use of media (photography and video). Faculty and staff members who need support in the development of any media should contact the Webmaster via email (webmaster@mpc.edu) or through the IT ticket system for support with these needs.

News and Events (public site)

MPC's public website serves as an effective mechanism to promote news and calendar events on campus. Faculty and staff who want to have a news item or event publicized on the MPC home page should submit their requests electronically by filling out an online form found at:

- Calendar events: www.mpc.edu/eventrequest
- News: www.mpc.edu/newsrequest

Media Services – Audio Visual

Media Services (Audio-Visual)

Instructors are urged to visit the Media Services Department, located in the Lecture Forum building, to familiarize themselves with the equipment/services and to discuss their individual audio-visual needs. An audio-visual staff member is on duty each day and evening when classes are in session at 646-4088.

Services available include: Video-taping of classes and events, ordering equipment for classes or events (minimum 24 hours advanced notice), and duplication of media (subject to copyright laws). Support is handled through Media Services by calling 646-4088 or 646-3074, or through Information Technology at 646-4080.

For any audio-visual help, including the Smart Classrooms and temporary conference room setup (laptops and projectors), please submit a ticket to the MPC IT/AV Helpdesk.

ADA Compliance (Section 508)

All videos shown in class (face-to-face or online) or required to be viewed outside of class must be closed-captioned. All audio files (containing words) must have a text transcript if they are required as part of course instruction. Media Services can check videos to determine if they are captioned or not. Contact Media Services at 646-3074 to have a video captioned or an audio file transcribed. Any new instructional videos purchased by the College must include closed-captions.

Classroom Equipment

All classrooms are equipped with DVD/VHS players and monitors for video playback. Most classrooms at MPC meet the standard of Multimedia Classrooms with a permanently mounted console. Each console has a computer with Internet connection, USB drive and DVD playback, monitor, VCR, document camera, stereo audio amplifier connected to a set of speakers, and connection for a guest laptop. Output goes to a permanent ceiling-mounted LCD projector for projection on a mounted screen.

The Lecture Forum classrooms were designed for large group instruction or guest lectures, and have full multimedia capability. In the Lecture Forum are three classrooms: LF 101 (98 seats), LF 102 (168 seats), and LF 103 (310 seats). Each classroom has a podium with the range of multimedia equipment as listed in the classrooms section above, including guest access for a laptop or iPod. Also, there are two projectors and screens in each classroom for simultaneous display of two projected sources. Additional features include video-conferencing, wireless microphones, and dimmable lights. Other available equipment includes 35mm slide projector, 16mm film projector, audio cassette, multiple microphones for conferences, and additional computers. Check with the audio-visual technician for scheduling (646-4088).

Print Shop – Duplication Services

The Canon copiers provide scanning capabilities for material to be saved as pdf files. Instructors are encouraged to make class handouts and PowerPoint files available to students through the College's website rather than using paper when possible.

For short run needs each division is equipped with a copy machine. In addition, instructors can use the "front" Canon copy machine in the College Print Shop, which is located in the basement of the Lecture Forum building.

All high volume copy requests are placed through the Print Shop. Allow for a 48-hour turnaround. All print requests left in the Print Shop are logged in and accounted for the entire time they are in the Print Shop. Locked facilities are available to store exams and special materials awaiting pick-up.

There are three other machines available during business hours:

- Folding machine
- Binding machine
- Color machine

Faculty Support

Classroom Assignments, Schedule Changes, Special Setups and Rental Events

Classroom assignments are made based on class size, installed equipment and furnishings, accessibility, and the most effective and efficient use of each classroom space. It may be necessary to change a classroom assignment if it best serves the needs of the students. Room assignment requests to accommodate instructor preferences will be made only after all other room scheduling priorities have been fulfilled, and only if the desired room is available without relocating another class.

In order to avoid conflicts with other planned activities, instructors must utilize specifically assigned classrooms, and only during those time periods defined by classroom schedules unless cleared in advance through the Division Chair and the Administrative Assistant in the Office of Academic Affairs in charge of the Master Classroom Schedule (646-4055). If another classroom, location or set of facilities/equipment is required to meet the needs of a class or instructional program, please contact the Division Chair in sufficient time to identify the space in conjunction with the Administrative Assistant in the Office of Academic Affairs. Please do not move furnishings or equipment from one classroom to another.

The same rule applies to any change in the time/day of the class. All such changes must have the prior approval of the Division Chair and the Dean overseeing the division.

Campus facilities may be rented for other events than direct or indirect educational purposes, but scheduled events may not interfere with the educational mission. There cannot be any out-of-pocket expenses borne by the College for these events. Rental costs to outside users will vary based on compatibility of the event with the educational mission, other needs for the same facilities, and wear and tear on campus facilities, as specified by the Governing Board (Board Policies 2155 and 2160). For information about renting campus facilities contact the Facilities Unit Office Manager at 646-4049.

Mail Boxes, Campus and U.S. Mail

Instructors should check their assigned mailboxes regularly for important material such as class rosters, drop sheets, final grade reports, payroll cards and messages from students. The HR department is in charge of updating faculty mailboxes each school term.

All U.S. Mail is picked up from the U.S. Post Office daily. UPS, FedEx, and incoming freight are received by the Shipping and Receiving department. All out-going UPS, FedEx and freight need to be brought to the Shipping and Receiving warehouse no later than 12:00 p.m. to ensure that it goes out on the same day. All campus inter-office mail is picked up in the morning (some departments also have a pickup in the afternoon) and package deliveries are generally made in the afternoon.

In order to have postage paid by the College, official outgoing U.S. Mail must have a campus return address and reflect the sender's name and department. Outgoing U.S. Mail leaves the campus Monday through Friday. This includes all mail deposited by 3:00 p.m. in the outgoing mailbox located in the mailroom in the Administration Building.

Faculty Support

Outgoing bulk mail must be submitted to the Shipping and Receiving department for mailing. To facilitate this process, it is suggested that the originating department sort the mailing labels before printing them. A "Return Service Requested" mark must be imprinted under the return address on the left side of the mail piece.

Due to the College's limited labor resources and its unwillingness to incur liability connected with receipt, accountability and delivery of personal property, faculty and staff are asked to not have personal mail and packages sent to the campus address.

Normal working hours for Shipping and Receiving (which includes U.S. Mail service) are 7:30 a.m. to 4:00 p.m., Monday through Friday. For questions and/or service regarding the U.S. Mail service on campus, call the Shipping and Receiving Specialist at 645-1369.

Administrative/Office Supplies/Furniture and Equipment

For common, high usage office supplies, each division/unit has an established account with the current office supplies contractor, Office Depot. With such an account, orders can be placed either by telephone, or online. Each division/unit will receive the current contractual discount. There is a minimum order requirement of \$50. Orders will be received the next regular work/business day.

For furniture and equipment, please be sure to order the items with delivery and set-up (assembly) charges included. It is also essential to check campus standard equipment and furniture specifications before purchasing any new items.

Shipping and Receiving

All goods and equipment (other than office supplies delivered directly to departments from our office supply contractor, Office Depot) purchased from an outside source must be received by the Shipping and Receiving department. In the event of a high value item or large-sized equipment being delivered to a location other than Shipping and Receiving, the designated receiving personnel must be informed of its arrival, and he/she must proceed immediately to the delivery site to inspect unopened packaging, inventory contents, affix a property ID Tag (if appropriate) and verify receipt. Orders placed for furniture and equipment with any vendor, including Office Depot, must include complete assembly and any charges incurred for assembly.

Normal hours for Shipping and Receiving are 7:30 a.m. to 4:00 p.m., Monday through Friday. For questions and/or service regarding campus shipping and receiving, call the Shipping and Receiving Specialist at 645-1369.

Faculty Support

Facilities Service Requests for Maintenance and Grounds Service and Repairs

The fastest and most consistently reliable means to request needed maintenance and grounds service, and/or repairs, and to report interruptions to utility services (gas, water, electricity, sewer, etc.), including heating and ventilation, is to send an email or call your Division Office Manager (DOM). The DOM will submit a work order through the online work order system. The work order is delivered directly to the Facilities Unit Office Manager (UOM), Facilities Operations Supervisor, and Custodial Supervisor. The Facilities UOM will alert the appropriate Facilities Associate (in person or by radio) to initiate action when urgent response is required. In the event that the Facilities UOM is away from the office on any given day, one of the Facilities Supervisors will alert the appropriate Facilities associate.

For emergencies such as power outage or water/gas line break, call the Facilities Operations Supervisor at 760-2399.

For Shipping and Receiving (U.S. Mail, van scheduling, shipping and receiving services) call 645-1369. Any outgoing overnight packages must be in the warehouse by 1:00 p.m. to be shipped out the same day. All key requests must be submitted on a Key Request Form. Grounds crew is responsible for grounds keeping, exterior/bulk trash and recycle abatement, furniture moves, special set-ups, etc. Special set-up requests should be sent to the Events Office. Maintenance is responsible for plumbing, electrical, HVAC, carpentry, etc. Custodial is responsible for all cleaning, as well as furniture moves and event setups.

If there is an emergency and the Facilities Supervisors are unavailable, contact the UOM at 646-4049.

Operational Hours

- Grounds crew works from 6:30 a.m. to 3:00 p.m., Monday through Friday.
- Maintenance crew works from 7:30 a.m. to 4:00 p.m., with one second-shift Maintenance Specialist that works until 9:00 p.m., Monday through Friday.
- Warehouse/Shipping and Receiving is open from 8:00 a.m. to 4:00 p.m.
The Warehouse person is available from 8:00 a.m. to 9:00 a.m. and 1:00 p.m. to 2:00 p.m. (closed noon – 1:00 p.m. for lunch), Monday through Friday.
- Unit Office Manager works 7:00 a.m. to 4:00 p.m., Monday through Friday.

Evening and Weekend Service and Emergencies

When evening classes are in session, and there is a need for Facilities Services, call Security at 646-4099. Security will notify the appropriate personnel: Custodian, Maintenance Specialist, and/ or the Facilities Supervisor.

On Saturdays or Sundays, contact Security at 646-4099, and the Security Officer on duty will contact the appropriate Facilities associate and/or Facilities Supervisor.

Custodial Services

The effectiveness of the cleaning program resides in a well-defined and comprehensive cleaning objective: planned, scheduled and systematic cleaning coverage. At minimum, full custodial services will be provided for all rooms in use Monday through Friday, twelve months a year; special cleanup service will also be provided before and/or after special events occurring both during and outside normal working hours. Routine custodial services are provided on weekends. There is a custodian assigned to work Tuesday through Saturday, and a custodian assigned to work Sunday through Thursday.

Routine services include the following on a daily basis:

- Cleaning and sanitizing of all restrooms, showers, and drinking fountains
- Cleaning of classrooms currently in use
- Pick-up of spills
- Removal of spots on carpets
- Collection and removal of interior trash and recycle materials
- Dust-mopping of all hallways and entryways, and
- Cleaning of high public use offices including the offices of the President and Vice Presidents

Other custodial services include the following on a periodic basis:

- Cleaning chalk boards weekly, usually on Fridays
- Weekly dusting of high-occupancy areas
- Buffing and waxing of hallway linoleum tile floors on an as-needed basis
- Vacuuming and dusting (twice weekly) of general offices (occupied by more than one person)
- Weekly vacuuming and dusting of private offices (normally done in faculty offices on Friday)

Please note that custodians are instructed not to move books or papers in offices; however, they will dust clear surfaces and vacuum clear floor areas during weekly cleanings.

Some cleaning tasks, such as wet shampooing of carpets are normally done only during the summer, winter, or spring break, or at other times when the carpets can thoroughly dry before the room is restored to regular use. Interior/exterior window washing is normally done once a year in the summer.

Special in-depth cleanings will be done as requested, once or twice a year for any room. Such cleaning will include top-to-bottom, wall-to-wall cleaning (dusting, scrubbing, stripping, waxing, polishing, sanitizing, etc.). To schedule this service, please contact your Division Office Manager and he/she will submit an online work order.

For daytime custodial emergencies, call the Facilities Unit Office Manager at 646-4049.

For evening custodial emergencies, call the Custodial Supervisor at 646-3049.

Faculty Support

College Vehicle Use

The Shipping and Receiving department handles scheduling the use of MPC vans and the pickup truck. This department is also responsible for maintenance and service of the vehicles. To schedule a vehicle, call 645-1369.

Travel and Mileage Expenses

Governing Board policy requires advance approval of travel prior to incurring any expense (Board Policy 2145). Out-of-country travel requires advance approval by the Governing Board. Out-of-state travel requires advance approval by the Superintendent/President. All other out-of-district travel requires the advance approval of the Vice President and President/Vice-President group. Administrative procedure governs all business travel and attendance by MPC employees. Instructors and staff traveling on college business should familiarize themselves with the Guidelines and Allowable Expenses statement on the Approval and Reimbursement of Expenditures Form (Appendix C) and the instructions on the Mileage Reimbursement Claim Forms (Appendix D1 and D2).

Travel conference request forms are available in each division office, in the Fiscal Services department and on the MyMPC Academic Affairs website:

<http://mympc.mpc.edu/academics/AcademicAffairs/Forms/Forms/AllItems.aspx>

Parking Permits

Parking on campus is by permit only. All staff parking permits will be issued by the Information Desk (located in the Administration Building) to those authorized.

Each faculty and staff member receives **only one** staff parking permit per academic year. If more than one vehicle is driven by the employee, it is recommended that the parking permit is displayed in whichever vehicle is driven. To keep track of cars assigned to the staff parking permit, not more than two license plate numbers per parking permit can be given.

Lost or stolen permits will be replaced at a cost of \$5.00 each and reported to Campus Security.

Parking permits are for personal use only and may not be loaned or given to others. Adjunct faculty and temporary staff parking permits must be returned to the Information Desk at the end of term of employment.

College Regulations

Legal Holidays

The College does not operate on designated legal holidays. Please check the school calendar for designated legal and other college holidays. The school calendar is available from the Division Office and can be located on the MyMPC Academic Affairs website:

<http://mympc.mpc.edu/academics/AcademicAffairs/Academic%20Calendar/Forms/AllItems.aspx>

Course Syllabi

Title 5 of the California Code of Regulations requires that courses be taught according to the official course outline of record. Official course outlines of record are available in each division office. Governing Board policy requires that instructors, at the beginning of the course, provide each student with written information about the course, to include a full description of the instructor's grading system and evaluation of student work (Board Policy 5320). Course syllabi should reflect key components of the official course outline of record, including course content, course objectives, and methods of evaluation. They should also include a statement about district policy on academic integrity and plagiarism, as well as the instructor's office hours if any.

In addition, accreditation standards require that instructors incorporate the student learning outcomes (SLOs) and general education outcomes (GEOs) for their courses on the course syllabi. For more information on SLOs and GEOs, see page 44.

New instructors may find the sample format of a Course Syllabus (Appendix A) helpful in preparing their own course syllabi. Experienced faculty members have developed many excellent Course Information Sheets (syllabi) for their classes, and new instructors are encouraged to ask their Division Chairs for suggestions concerning this requirement, as well as advice on course management.

A copy of the Course Syllabus is to be turned in to the Office of Academic Affairs by the end of the first week of classes through the appropriate Division Office Manager. A copy should also be retained in the division office.

Small Class Policy

Courses are normally canceled by the District if fewer than 15 students are officially enrolled and in attendance. Usually, classes that are not cancelled at the close of registration are allowed to continue through the second meeting, but this decision is made by the College in consideration of a variety of factors. The final determination to cancel a class will be made by the appropriate Instructional Dean. Instructors should not cancel their own classes – regardless of the number of students present – without prior consultation with the Division Chair and appropriate Instructional Dean. The Dean will make this decision and direct that the necessary paperwork be processed.

College Regulations

Flex Day Activities Agreement for Contractual Instructors

Faculty is required to serve a total of 175.5 days per academic year. The 2015-2016 academic calendar has a total of 161 teaching days, 7 scheduled flex days, and ½ day for commencement. In addition, each full-time contractual faculty member teaching census week classes must contract individually for another 7 days of flex time. (See Appendix E for a copy of the Flex Day Activities Contract).

The individually contracted days must be devoted to the following and must be scheduled on days other than the teaching days in the academic calendar and outside of the seven scheduled flex days.

- Course instruction and evaluations
- Staff development, in-service training and instructional improvement
- Program and course curriculum or learning resource development and evaluation
- Student personnel services
- Learning resource services
- Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity
- Departmental or Division meetings, conferences and workshops, and institutional research
- Other duties as assigned by the district; or
- The necessary supporting activities for the above

Each instructor must prepare a plan on a form distributed by the Office of Academic Affairs indicating how those days will be used, also available on the MyMPC Academic Affairs website: <http://mympc.mpc.edu/academics/AcademicAffairs/Flex%20Day%20Activities%20Contract/Forms/AllItems.aspx>. The signed plan is returned to the Division Chair, who reviews and submits it to the Dean of Instructional Planning for approval. Instructors should keep a copy of the plan, certify its completion, and submit a signed and approved copy to their Division Chair by the end of the academic year.

Flex Activities for Adjunct Instructors

Instructors of credit, semester-length courses who are paid hourly (adjunct or overload) may participate in flex activities. Maximum hours of participation are equivalent to the number of hours taught per week. Instructors are paid for these activities at their hourly rate. The form to be filled out to get paid for these activities is available from the appropriate division office or the HR department.

Listed below are the types of flex activities projects that are authorized:

- Course instruction and evaluation
- Staff development, in-service training and instructional improvement
- Program and course curriculum or learning resource development and evaluation
- Student personnel services
- Learning resource services
- Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity
- Departmental or Division meetings, conferences and workshops, and institutional research

College Regulations

- Other duties as assigned by the district; or
- The necessary supporting activities for the above

Copyright Policy

It is the policy of the Governing Board that the provisions of federal copyright laws are strictly adhered to by all college employees and in all college programs (Board Policy 2225). Employees who violate the law open themselves to possible legal and financial penalties.

Advice on permissible uses of copyrighted materials, including books, video tapes and television broadcasts, computer software, and sheet and recorded music, is available in the Print Shop (646-4091).

Legal Liability

The College District carries insurance to protect managers and employees against liability suits as long as they are acting within the scope of their employment.

No specific instructor's name is mentioned in the policy but usually the interests of the District cannot be separated from those of the instructor.

If, in addition to this protection, instructors would like personal liability insurance covering their activities as a teacher, they should ask their insurance agent for advice. Members of the MPCTA have additional personal liability insurance through the California Teachers Association.

The most common ways in which instructors and administrators may be accused of negligence include:

- Failure to follow college policies, rules and regulations in planning or carrying out official activities
- Leaving a class or activity unsupervised
- Failure to provide safety precautions when responsible for an activity
- Careless or imprudent actions resulting in injury or harm to another
- Allowing individuals in the class who are not enrolled
- Any violation of the law, including violation of state and federal laws which prohibit discrimination on the basis of race, color, religion, sex, age, national origin, ancestry, marital status, pregnancy, disability, and/or medical condition (cancer related), sexual orientation, or for asserting rights under the Family and Medical Leave acts
- Failure to report suspected child abuse or neglect (California law PC 11165.7). All district employees are required to report suspected child abuse and neglect

College Regulations

Use of College Resources

It is Governing Board policy that college facilities, equipment and on-duty personnel shall be used only for college-related activities (Board Policy 2155). College equipment may not be loaned or rented for off-campus uses unless specifically authorized in writing by the Superintendent/President. College employees should first contact their supervisors to determine procedures for obtaining the Superintendent/President's permission before using college equipment off-campus. Employees will be fully responsible for the equipment while in their possession including MPC laptops.

Use of Personal Equipment on Campus

Under certain circumstances, there may be replacement or reimbursement for personal property or equipment that is lost or damaged while the property is on district premises. See Article 9.11 of the MPCTA Agreement for more information.

Keys

Full-time faculty and adjunct faculty can obtain keys from their Division Office Managers.

Instructor keys must be returned at the end of the semester unless the instructor has a teaching assignment in the same room(s) the following semester. The Governing Board states that possession of a key charges an employee with the care and protection of college property (Board Policy 5055). Keys shall not be duplicated or loaned to other persons. The loss of keys is to be reported immediately to the Division Chair and Security Office.

Telephones

College telephones are for the purpose of conducting district business. Personal use of the telephone is limited to necessary local calls. The personal use of college telephones for long distance calling is a violation of district regulations.

Use of Computer Equipment

Refer to the Governing Board policies on Electronic Mail (Board Policy 2163) and Electronic Mail Code of Practice (Board Policy 2164) for guidance on use of these resources.

Alcoholic Beverages on Campus

Possession or use of alcoholic beverages, narcotics, or mind-interfering drugs or substances of any kind are not permitted on any of the MPC campuses.

College Regulations

Food and Beverages in the Classroom

In the interest of maintaining cleanliness in the classrooms and the learning environment, food and drink (except water) are not permissible in classrooms.

Smoking Policy

The Governing Board states that MPC's main campus is a tobacco-free environment (Board Policy 2240). The use of tobacco – to include smoking and/or chewing any form of tobacco – is only permitted in parking lots and at least 20 feet from any building. Smoking is not allowed in campus-owned vehicles.

Unattended Children

The college provides the following services for parents and/or child caretakers who are enrolled students and/or MPC staff: Early Childhood Education Lab School, Health Services, Counseling Services, and Women's Programs.

Governing Board states (Board Policy 4060): "No children are ever to be left unattended in any part of the college. Anyone observing an unattended child should report the matter to Campus Security who will attempt to locate the parent or person providing care for the child. If a child is in danger, Campus Security will call the Monterey Police Department if a parent is not found."

"Child" means a person who is under 18 years of age.

Motor Vehicle Regulations

Signs: Any sign, signal or traffic control device posted by the College must be obeyed.

Speed: The campus speed limit is 15 miles per hour.

Parking (all lots): Vehicles must be parked in designated parking spaces indicated by painted lines. Vehicles shall not be parked in a manner preventing the entrance, exit or free movement of any other vehicle.

Parking in Handicapped Spaces: Vehicles parked in any space reserved for the handicapped must display an appropriate Department of Motor Vehicles placard or MPC sticker for handicapped spaces. Temporary permits can be issued by the MPC Supportive Services Office. Call 646-4070 for additional information. This rule is in force at all times. Cited vehicles will be towed away at the owner's expense. (The fine for non-authorized parking in a handicapped space is \$275.)

College Regulations

Paid Parking: Failure to display a current paid permit (daily, semester, annual, or summer), will result in the issuance of a \$35.00 citation. The exception is any vehicle parked in spaces designated as “Visitor Parking,” which has a 30-minute limit. Parking over the 30-minute limit in “Visitor Parking” will result in a \$35.00 citation.

Permits are not required at MPC during the weekend (Friday 5:00 p.m. through Monday 7:00 a.m.).

All other parking and traffic regulations apply on weekends. Semester, annual and summer permits are available at the time of registration in the Admissions and Records Office, or at a later date if registering on-line or by phone. Daily permits can be purchased at parking permit dispensers on campus.

Faculty Parking: See section titled *Parking Permits*.

Student Parking: Students must park in student spaces indicated by white lines. Yellow lines indicate spaces for staff use only. Students parking in staff spaces will be cited.

Bicycles, Skateboards and Roller Skates: All bicycle, skateboard or roller skate riding is forbidden on any footpath or walkway on the main campus.

Valid parking stickers from other California colleges will be honored at MPC.

Violations of the main campus regulations will result in citations by the Campus Security or the Monterey Police Department. Citations will be filed with PMB, One University Circle, Turlock, CA 95382 or by going on-line to www.pmbonline.org and must be paid or disputed within 21 days.

Field Trips

Field trips are considered to be an integral part of the College’s instructional program. The following procedures should be followed when planning for a field trip:

1. All costs of required field trips must be included in the division or department budget. No charge is to be made to students.
2. All field trips scheduled as part of regular courses must be approved by the Division Chair.
3. Field trips during an academic term should not be more than one day in length. Notification of destination of the field trip, departure time, estimated hour of return to the campus, and mode of transport should be filed in the Division Office. Evening instructors should also inform the Division Chair of planned field trips. Overnight trips must be approved by the Division Chair and appropriate Instructional Dean.
4. Approved field trips are to be included in the course outline.
5. Any rented transportation (whale watching, charter bus, etc.) is the responsibility of the instructor involved. A Purchase Requisition form must be submitted for processing at least two weeks in advance. For any questions regarding setting up of transportation, contact the Purchasing Coordinator in the Fiscal Services office at 646-4048.

College Regulations

6. Students must complete and sign the appropriate field trip notification/medical authorization forms for each trip. Students who are under 18 years of age must also obtain the signature of their parent or guardian on the form.
 - Field Trip/Excursion Agreement (Appendix H) – must be filled out by all students going on the field trip

In addition to the Field Trip/Excursion Agreement, students must fill out one of the two following agreements:

- Field Trip/Excursion Hold Harmless Agreement (Appendix I) – must be filled out if the field trip is mandatory
- Field Trip/Excursion Liability Waiver (Appendix J) – is used if the field trip is optional

These forms are available in the division offices and on MyMPC Academic Affairs webpage at: <http://mympc.mpc.edu/academics/AcademicAffairs/Field%20Trip%20Form/Forms/AllItems.aspx>

7. Students are responsible of advising their other instructors of absence due to field trips.
8. The Field Trip Itinerary must be filed in advance of the trip with the appropriate Instructional Dean.

Any exception to the normal procedure for planning field trips must be cleared through the appropriate Dean and the Division Chair.

Transportation of Students and Use of District Owned Vehicles

Staff members should use District owned vehicles to transport students to off-campus locations in conjunction with curriculum related events (field trips) as part of the course study. Staff members must possess a valid/current California Driver's License and may be required to provide current proof of such validation from the Department of Motor Vehicles. Use of District owned vehicles are by arrangement and subject to availability.

The District maintains property and liability insurance on its vehicles for use in conjunction with District related business. Only District employees and enrolled students are permitted to travel in District owned vehicles.

Staff members should never use their own cars for transporting students when driving on college-assigned business without District authorization in writing and unless covered by adequate liability insurance. In this case, the instructor's personal automobile insurance policy is the primary liability coverage and the college's liability policy offers secondary coverage when driving on college-assigned business.

Tape Recorders

The State Education Code prohibits the use of any electronic listening device in classrooms without the prior consent of the instructor.

Curriculum

Curriculum Development Procedures and Changes

All proposed course revisions and proposals for new courses must follow College procedures for curriculum development. Curriculum procedures have been developed by the Curriculum Advisory Committee (CAC). Curriculum content and processes are part of a web-based software application known as CurricUNET. Course revisions and proposals must be done online at <http://www.curricunet.com/mpc/>. Each division decides who will have access to CurricUNET for course creation/revision. Before instructors can create or modify a course, they must sign into CurricUNET, using their unique user name and password. Instructors must follow the CurricUNET's creation/revision processes, which are laid out in the New Course, Course Revision, New Program, and Program Revision How-to Guides and the Curriculum Handbook which are located on the CAC website: <http://www.mpc.edu/about-mpc/shared-governance/curriculum-advisory-group>. After the required information for creation/revision is complete, the course is submitted for approval. The appropriate Division Chair, the Dean of Instructional Planning and the Vice President of Academic Affairs will review the recommended creation/change. Then, the course will go to the CAC for review and possible approval.

Distance Education courses also need to include a distance education proposal. From the course proposal screen, select Methods of Instruction from the Course Checklist; then check the box "Distance Education: ONLINE." A Distance Education link will appear in the Course Checklist after changes are saved to the Methods of Instruction. Use the Distance Education form to specify the course format and methods of online instruction, communication/interaction, and evaluation.

The following section describes the minimum standards for all MPC Online courses at MPC.

Distance Education and Online Instruction

MPC offers a variety of courses, certificates, and degree programs through distance education. Faculty who teach, or are interested in teaching distance education courses, should be aware of technology systems available to deliver instruction, campus guidelines, and support available for faculty and students.

Visit <http://mpconline.mpc.edu/> for information about MPC's online courses and programs.

MPC Online (Learning Management System)

MPC employs the Moodle learning management system (LMS), branded "MPC Online" to deliver online course materials to students. Faculty may use MPC Online to teach distance education courses or to provide students with materials that supplement traditional on-campus classes.

Here are some important tips for getting started with MPC Online:

- MPC Online can be accessed at <http://mpconline.mpc.edu/>
- An MPC Online course shell is created for every course section taught at MPC (face-to-face, hybrid, or online)
- Course shells are not visible to students until the instructor opens the course
- MPC Online course rosters are synced with SIS—students are automatically added and dropped from MPC Online through SIS
- New faculty should contact the MPC Online help desk for an MPC Online account
- Faculty should contact the MPC Online help desk if they do not see their course sections listed or need any other assistance using MPC Online

Online Teaching Guidelines

Regular and Effective Instructor Contact in Online Courses:

In accordance with Title 5 regulations, **any portion of a course conducted through distance education must include regular and effective contact between instructor and students.** Regular and effective contact can be accomplished through a variety of activities such as group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, or correspondence including (but not limited to) telephone contact, voice mail, e-mail, or chat. It is the responsibility of the instructor in a distance education course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the phrase “regular and effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. (Source: California Community College Chancellor’s Office Distance Education Guidelines; for more information refer to MPC’s Effective Strategies for Quality Online Instruction.)

Accessibility:

Both federal and state laws (including Section 508 of the Rehabilitation Act and the Americans with Disabilities Act) require community colleges to provide course content and materials in a manner that is accessible to all students, regardless of disability. **Making sure that the course content is accessible to students with disabilities is a shared responsibility between the institution and the instructor.** The MPC Online support team is available to assist instructors in understanding accessibility requirements and making sure that the course content is accessible to all students including meeting the following requirements:

- All videos that have audio must be closed-captioned
- All audio files must have text transcripts
- All images must have alternate text descriptions
- All tables must use heading tags to designate column and row headers

Curriculum

Copyright and Fair Use:

MPC's Governing Board Policy 2225 *Use of Copyright Materials* requires all college employees and programs to strictly adhere to federal Copyright laws. The following general guidelines may help instructors understand what can be posted in online course(s):

- Material that was created by the instructor (the instructor is the copyright owner)
- Material made available by linking instead of copying
- Material for which the copyright owner has granted permission
- Material that is in the public domain
- Material used within the Fair Use

Visit <http://knowyourcopyrights.org> for more information about Copyright and Fair Use. **When in doubt, ask the MPC Online support team for assistance with copyright and fair use.**

Distance Education Support and Professional Development

MPC Online Tutorials and Help Desk:

The MPC Online website (<http://mpconline.mpc.edu/>) contains support resources for both faculty and students, which include tutorials and frequently asked questions. Faculty and students can click on the link to Contact MPC Online Help Desk or email onlinehelp@mpc.edu with questions regarding MPC Online.

Faculty and staff also have access to an instructional technology computer lab LTC 317, located on the third floor of the Library and Technology Center. MPC's Online Instructional Technology Specialist is available to provide one-on-one support during open drop-in hours (generally from 10:00 a.m. to 12:00 p.m. and 1:30 p.m. to 2:30 p.m. Monday through Thursday and 10:00 a.m. to 12:00 p.m. on Friday) or at other times by appointment. Call 646-3074 to schedule an appointment.

Effective Strategies for Quality Online Teaching and Learning:

MPC's Academic Senate and Institutional Committee on Distance Education (ICDE) collaborated to develop *Effective Strategies for Quality Online Teaching & Learning* to help instructors translate characteristics of high quality teaching and learning into the online environment (including both fully online and web-enhanced face-to-face courses). These effective strategies also serve as the foundation for student and faculty support, distance education planning, and professional development.

The Effective Strategies for Quality Online Teaching & Learning are organized into the following categories:

1. **Course Organization & Design:** Create a well-organized, easy to navigate and understandable course structure that supports student learning.
2. **Course Syllabus, Learning Objectives, & Introductions:** Develop an effective syllabus and introduction for your course and communicate course goals and learning objectives to guide students to appropriate student learning outcomes.

3. **Course Content & Materials:** Provide accessible course content and instructional materials that support course goals and learning activities.
4. **Communication & Collaboration:** Design effective communication and collaboration activities that support your course goals and objectives and support student learning.
5. **Assessment & Evaluation:** Incorporate a variety of assessment activities to provide frequent practice, facilitate grading and timely feedback, and assess learning.
6. **Learner Support Resources:** Communicate campus support and resources available to your support student learning.

Visit the Faculty Training & Support section of MPC Online (<http://mpconline.mpc.edu/>) to view the full *Effective Strategies for Quality Online Teaching & Learning* document.

MPC Online Professional Development Opportunities

The MPC Online support team provides a variety of professional development workshops throughout the semester including formal online teaching certification workshops and informal faculty *Coffee and Conversation* meetings.

MPC Online Teaching Certification Program:

MPC's Online Teaching Certification program is adapted from the @ONE Online Teaching Certification program to provide two levels of certification:

- Level 1: MPC Online Teaching Certificate
 - Provides a foundation for online teaching and learning, effective strategies for online course teaching, and an introduction to Moodle
- Level 2: MPC Online Course Design Certificate
 - Focuses on creating accessible online course content, designing effective online assessments, and building community through social media

The certification courses are designed with faculty needs in mind. In each course, you will receive usable tips for designing and teaching quality online courses including:

- Strategies for effective course design
- How to make better use of MPC Online tools
- Ideas for using new media to increase student success and retention rates
- How to provide support to help students excel in the online environment

Faculty Coffee and Conversation Sessions:

Faculty Coffee & Conversation Sessions provide an opportunity to meet other online faculty, learn new ideas, and share strategies. Conversations take place the second and fourth Fridays of each month from 11:00 a.m. to noon in LTC 317 and each one focuses on mastering a different skill.

Refer to the Faculty Training and Support section of the MPC Online website (<http://mpconline.mpc.edu/>) for the workshop schedule.

Curriculum

Independent Study Courses

Independent Study courses (numbered 90, and entitled Independent Study) permit students to explore areas of interest independent of the usual classroom or laboratory instructional setting. Student and instructor agree upon a program of study, research, reading, or activity which is tailored to the needs and interests of the student. The agreed upon program is pursued by the student independent of contact with the instructor, which a lecture or laboratory class typically affords. However, the instructor is responsible for providing advice and guidance as required, and for evaluating student performance. A minimum of two hours of consultation for each .5 unit of credit is required.

Units are awarded depending upon satisfactory performance and the amount of time committed by the student to the course, according to the following formula:

- .5 unit – 26 hours per semester
- 1 unit – 51 hours per semester
- 2 units – 102 hours per semester
- 3 units – 153 hours per semester
- 4 units – 204 hours per semester

Independent Study courses are available through most departments, and may be repeated, provided there is no duplication of topics. Once the student has identified an instructor willing to supervise his/her Independent Study program, the agreement is recorded upon the Independent Study Agreement Form. The form is available in the Admissions and Records (A&R) Office. This agreement form is retained by the instructor throughout the semester/session so that it may be adjusted should the original terms of the agreement not be fulfilled.

The Course Add form (Appendix G), available from the Division Office Manager (DOM), is used to establish the course. The Course Add form must be submitted to the appropriate Division Chair for approval. Once the course is established, the appropriate DOM will be notified of the section number for the course. To register, students should be given an Add Code which will allow them to use WebReg or be sent to the A&R Office with a signed Add/Drop Form. The originating instructor should be able to view a Class Roster on WebReg once the student has registered for the course.

At the end of the semester/session, the Independent Study Contract, Class Roster, and Final Grade Report are submitted to the A&R Office.

Textbook Adoption Policy

Instructors are responsible for ordering textbooks for their classes. The order form is available from the Division Office Manager and should be returned to the Division Chair. Textbook selections for a class should be discussed with the Division Chair before books are ordered.

When selecting a text, it is important to keep certain points in mind:

- The total cost of required texts for a course, and
- The need to use primary texts at least four semesters
(This permits students to “sell back” the books)

Instructors are requested to pay careful attention to the book order deadline issued by the bookstore, as it frequently takes several months to get some publications from the publishers. Generally, book deadlines are the first week of October for the early spring and spring terms, and the first week of April for the summer and fall sessions.

Curriculum

Student Learning Outcomes

What is the Student Learning Outcome (SLO) process?

It is the effort to improve student learning. It is a process that involves dialog with colleagues and the development of plans to improve the educational experience of students. The process of identifying the outcomes, evaluating how well students attain the outcomes, talking about the results with colleagues, and then determining what to do next is the MPC SLO—Program Review process.

What is a Student Learning Outcome?

A Student Learning Outcome is a measurable or evaluable description of what students are expected to demonstrate the ability to “do” as they successfully complete a course. The word “do,” as used here, could have a multitude of meanings, depending on the type of learning the outcome is helping to describe. For example, verbs such as “perform,” “paint,” “use equipment safely and effectively,” “analyze,” “demonstrate,” “discriminate,” “synthesize,” “use the scientific method,” or any number of other verbs could substitute for “do” in any given course.

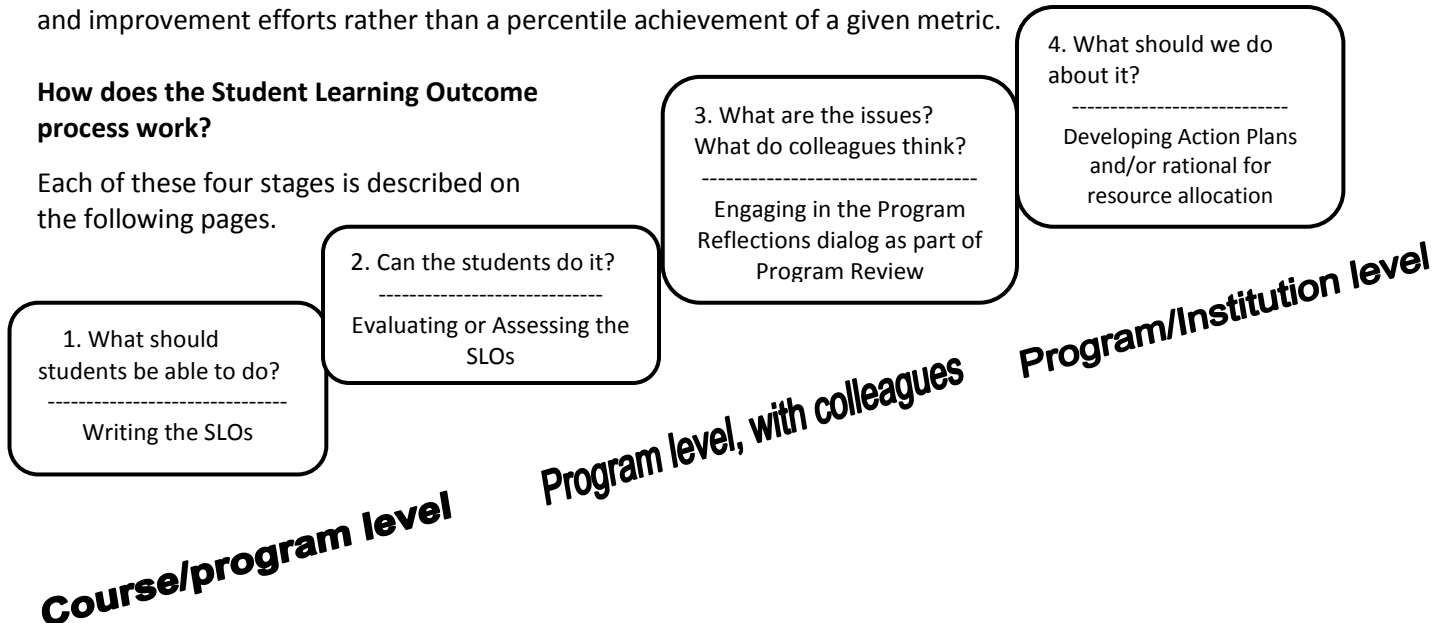
Why Student Learning Outcomes?

There are two primary reasons. The first reason—and the much less important one—is that they are required by our accrediting agency. In plain language, the accreditation standards aim to ensure that institutions strive to improve student learning and that their allocation of resources focus sharply on student learning needs. MPC has strived to formulate an SLO process that is aligned as closely as possible with its culture, values and available resources.

The second reason is much more important. The process provides a framework for good for teaching and student learning, and supports an institutional culture of dialog and improvement. Professionals talking to each other about teaching and student learning is a characteristic of a vibrant academic institution. The SLO process at MPC is built around this dialog. The process emphasizes the sharing of information about student learning rather than quantitative measures. It emphasizes the resulting plans and improvement efforts rather than a percentile achievement of a given metric.

How does the Student Learning Outcome process work?

Each of these four stages is described on the following pages.



1. What should the students be able to do? Writing the SLOs

As defined above, SLOs are a measurable or evaluable description of what students are expected to demonstrate the ability to “do” as they successfully complete a course. The word “do,” as used here, could have any number of meanings, depending on the type of learning the outcome is helping to describe. As an academic and professional matter, development of SLOs for MPC courses and programs is the sole right and responsibility of MPC faculty members, as are the methods of evaluation of student attainment of the SLOs.

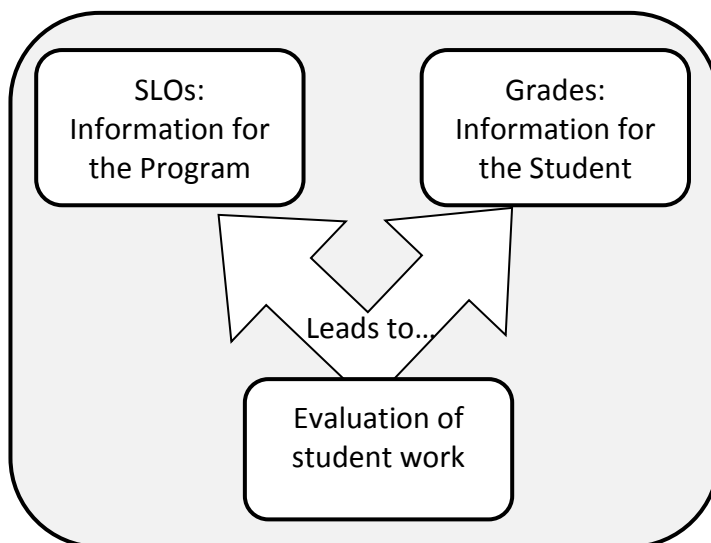
What is the difference between SLOs and objectives? The main difference is one of number and specificity. SLOs are broader in scope and fewer in number, whereas objectives are have a more specific focus and are greater in number. SLOs and objectives are similar in that they both describe what students should be able to do as they successfully exit a course. Objectives are used in the Course Outline of Record to communicate an official description of the course and what students can expect to learn and do after the course is over. The objectives are used to articulate the course with other colleges and universities. In contrast, in the world of accreditation, it is the SLO that is important. Taken together, the more specific objectives of a course should support or build towards the more general SLOs.

As a part of MPC’s SLO—Program Reflections—Program Review—Planning and Resource Allocation Process, the difference is not terribly important. In MPC’s process, the emphasis is on dialog and improvement. If an instructor or program recognizes that an issue lies with a specific objective or a certain part of an SLO—a very likely scenario—then the MPC process encourages them to work on it, to engage in dialog about and develop plans to improve student learning in that specific area.

More tips on writing SLOs are given in the document “Articulating Student Learning Outcomes (SLOs) for MPC” [http://www.mpcfaculty.net/senate/SLOs/SLOs for MPC11-28-07.doc](http://www.mpcfaculty.net/senate/SLOs/SLOs%20for%20MPC11-28-07.doc)

2. Can the students do it? Evaluating or Assessing the SLOs

Methods for evaluating students attainment of SLOs is solely within the purview of the faculty member(s) teaching the course or in the program. One way to do this is to take an investigative approach and ask questions about student attainment of learning outcomes and/or objectives, and let the investigation lead to ways of evaluating student attainment of SLOs. Another way to do this is to employ whatever evaluation process is already in place for the grading process and use the results to provide information about the degree to which students are attaining the outcomes. After evaluation or assessment, the idea is that if faculty members think that better results



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could be attained, then adjustments in pedagogy or adjustments in the learning environment can be planned and implemented.

This process is what we as teachers naturally do on an everyday basis. We evaluate student work, see if the students are “getting it”, and make adjustments if we’re not satisfied with the results. We call the evaluation/assessment part “grading”, and the improvement part “prep”, which is the effort to improve lecture presentations, activities, or other learning experiences that we create for the benefit of student learning. The evaluation or assessment can be complex, or simple and straightforward; it is up to the expertise and discretion of the faculty member(s) involved.

3. What are the issues? What do colleagues think? Engaging in the Program Reflections Dialog as part of Program Review

Program Review at MPC is an effort to evaluate the quality of its programs and, based on the results, develop plans for improvement. Since one of the goals of a college is for students to learn, evaluation of student learning plays an important role in this evaluation of our programs and offerings. This is the heart of the process: thoughtful dialog about evaluation of effectiveness and efforts to improve. The thoughtful dialog is the focus of this section; Action Plans, which describe the plans or ideas for improvement that result from the dialog, are described in the next section.

The framework or guidelines for this dialog is called “Instructor Reflections” and “Program Reflections”, and the main ideas from these efforts are recorded on forms of the same name to document the process and provide rationale for the action plans.

Instructor Reflections (please see attachment at the end of this section)

These are to be completed by each instructor near the end of each semester. They are designed to prompt reflection on an individual basis about student attainment of SLOs and about ways to address improvement. Near the beginning of the semester a decision is made as to which SLOs will be evaluated during the semester. Then, at the end of the semester, the reflections or thoughts about the results are recorded on this form.

There are four basic questions:

- What are the SLOs or supporting objectives that were evaluated during the semester?
- What are the evaluation methods?
- What is a brief summary of the evaluation results?
- How do you plan to use the evaluation results to improve student learning?

These forms are kept by the faculty member and not collected by anybody.

Program Reflections (please see attachment at the end of this section)

After the end of each semester, groups of faculty members meet together and discuss the student attainment of SLOs or supporting objectives within the program as well as plans for the improvement of student learning. It is hoped that faculty members will meet with whichever programs they think they could have a valuable and productive dialog with. For example, if instructors in the sciences are facing

issues with students' basic math abilities, they might choose to meet with members of the math department or personnel from one of the learning centers. Instructors of cross-listed courses could meet with faculty members from the cross-listed discipline. The Program Reflections dialog is an appropriate time to meet with instructors of pre- or co-requisite courses to make sure that appropriate skills are being attained and that students are adequately prepared for the more advanced courses. These are only examples. It is hoped that faculty members meet with whichever group they think would be most productive in improving student learning.

Again there are four basic questions:

- Which department or group members are present?
- What are the principal SLOs or supporting objectives discussed by the group?
- What is the summary of department or group discussion about student learning?
- What are the Action Plans resulting from the analysis of student learning?

These forms are attached to the Program Review Annual Reports to act as rationale for action plans.

4. What should we do about it? Developing Action Plans and/or rationale for resource allocation

The final step in the process is to develop action plans and record them on the Annual Report of the Program Review. Action plans are either plans to do something (non-budget dependent), or requests to buy something (budget dependent), and are done by each program or cost center. The Annual Report form has boxes to check to indicate that the action plan is a result of the program reflections process. The program reflections forms from the previous two semesters are attached to the Annual Report form. Together, this package shows the flow of ideas from analysis of student learning, to engaging in dialog about the issues that the analysis brought up, to developing action plans. The package also illustrates that SLOs are an integral part of program review; they are an essential tool we use in evaluating the quality of our programs.

The Reflections Action Plan package is then collated at the Division level, turned in to the Office of Academic Affairs, and discussed by the Academic Affairs Advisory Group. Recommendations regarding institutional resource allocation are then forwarded to the College Council.

(Please see the Academic Affairs Program Review -- Annual Report Form -- Summary attachment at the end of this section.)

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Instructor Reflections on Student Learning

To be completed each semester by each instructional faculty member

Directions

At the beginning of the Semester

1. Meet with your department or group to choose at least one SLO to focus on for the semester.
2. Each department or group must choose to focus on GEOs (General Education Outcomes) at least twice during a program review cycle, if the department or group teaches GE courses.

During the Semester

3. Evaluate the student attainment of your chosen SLO(s).

Near the end of or shortly after the semester

4. Reflect on the results and think about ways to improve the student learning related to the outcome(s).
5. Record your thoughts on this form.
6. Proceed to the "Program Reflections on Student Learning".

Instructor Name	Department or Group name	
Course Name and Number	Semester	Date
Course SLOs (one or more) to be evaluated this semester		
Assessment Methods for the SLO(s)		
Brief summary of assessment results		
How do you plan to use the assessment results to improve student learning?		

Program Reflections on Student Learning

Instructions: To be completed each semester by each department/group within each division/area OR by any group interested in improving student learning at the college. Type and submit to your DOM, who will forward the reflections to the Administrative Assistant to the Vice President of Academic Affairs

- Meet with your department/group and discuss the student attainment of SLOs or supporting objectives. If you are unsure how to begin the discussion, respond to the following questions:
 - What did you talk about last time in your Program Reflections? Were any changes made? Did you notice any changes in student learning that might have been caused by those changes?
 - To what degree are students attaining the SLO(s) that you have decided to focus on this semester?
 - Where would you like to see improvement?
 - What kinds of programmatic changes could be made to instigate improvement in student learning?
 - What challenges do we face that impact our ability to support student learning, provide access to student learning, and/or provide opportunities for student learning?
 - What can we do to overcome these challenges to advance student learning at MPC?
- Brainstorm ways to improve student learning. Use the factors discussed as a guide.
- Record the results on the “Program Reflections on Student Learning” Form. Include all forms in your department/unit’s Program Review package.
- If you are unsure on the kinds of programmatic changes you might implement to instigate improvement, consider the following list:
 - a. Instructional approaches
 - b. Consistency between sections
 - c. Assignments and/or activities
 - d. Assessment methods
 - e. Alignment of course objectives or SLOs
 - f. Prerequisites, co-requisites, and/or advisories
 - g. Availability of course offerings
 - h. Buildings and grounds appearance and safety
 - i. Instructional technology (e.g., website, distance education)
 - j. Library services
 - k. Assessment/placement processes
 - l. Learning centers
 - m. Bookstore procedures
 - n. Counseling
 - o. Financial Aid
 - p. Supportive Services
 - q. Health Services
 - r. Campus communication
 - s. Equipment and supplies
 - t. Staff (knowledge, training needs, availability, etc.)
 - u. Questions or tasks that will come up during Program Review

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Sample of the Program Reflections form:

Department/Group Name	Semester	Date
Department/group members present		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		

Academic Affairs Program Review – Annual Update/Action Plan

Date:

Program:

Prepared by:

1. List in order of priority.
2. Select one of the abbreviations that best describes the status of each action plan item described in your most recent program review: “C” means completed; “IP”, in progress; “D”, deleted; “A”, added; “NM”, no money.
3. For those items that are specifically described in your department’s Program Reflections on Student Learning forms, check the box under PRSL (Program Reflections on Student Learning).
4. For those items that address one or more of the institutional goals, check the box under Goals.
5. Please check if item is One Time (OT) or Ongoing (OG).
6. Please provide rationale for additions and deletions, referring to the Program Reflections on Student Learning form as appropriate.
7. Attach the most recent Program Reflections on Student Learning from each department or area.

Budget-Dependent Items

Status (C,IP,D,A, NM))	Action Item	Supports		Timeline	Person(s) Assigned	OT or OG?	Amount
		Goals	PRSL				

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

Non Budget-Dependent Items

Status (C,IP,D,A)	Action Item	Supports		Timeline	Person(s) Assigned
		Goals	PRSL		

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

Faculty and Staff Positions

Status (C,IP,D,A)	Position	Supports	
		Goals	PRSL

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

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General Education Outcomes and Institutional Outcomes

What is a General Education Outcome (GEO)? General Education (GE) is an integral part of the transfer and CTE curriculum at MPC. The GEOs describe the common skills and abilities that students gain in the GE program. Examining the quality of this program is part of the program review effort of many MPC departments.

What is an Institutional Outcome? The GEOs serve as the MPC Institutional Outcomes. Institutional Outcomes describe the skills or abilities that should characterize those students that leave MPC after spending multiple semesters at MPC pursuing degree or transfer goals and being successfully engaged in the GE program. The GEOs *are* the Institutional Outcomes.

How does the GEO process work? The GEOs are aligned with each area or section of the GE program. Each GE area, such as Humanities, for example, has its own GEO. Each course that satisfies this GE area has the Humanities GEO as one of its course-level SLOs. Instructors that teach courses that satisfy the Humanities GE requirement evaluate student attainment of the Humanities GEO during the Instructor/Program Reflections process just as they would the other SLOs for their course. Programs that contribute to the GE program are asked to evaluate GEOs twice during a six-year Program Review cycle.

Here are a few examples of GEOs with example courses from each area.

GE Area	GE Outcome (GEO)
Area A1: English Composition	Upon successful completion of this area, students will have demonstrated the ability to...
The Course: English 1A	Area 1A GEO: Form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose.
}	
Area A2: Communication and Analytical Thinking (see example on next page)	
Example Courses: ENGL 2 BUSC 22, 42 MATH 263, 10, 12 PHIL 6 10	Area A2 GEO: Understand, analyze and critically evaluate complex issues or problems; draw reasoned conclusions and/or generate appropriate solutions; and effectively communicate their results.
}	
Area B: Natural Science	
Example Courses: GEOL 2 BIOL 10, 13 ASTR 10 PHYS 2A, 3A	Area B GEO: Use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.
}	
Area C: Humanities	
Example Courses: ART 1, 2 GTRN 1, 2 PHIL 2, 4 WOMN 6, 9	Area C GEO: Analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.
}	

A large color table showing all of the courses that satisfy all of the GE Areas, along with the corresponding GEOs, is attached following this section.

The table below shows how two of the courses that satisfy GE Area A2: Communication and Analytical Thinking, English 2 and Math 10, both have the same GEO (*shown in italics*) as one of their course-level SLOs. Note that both of these courses still have their individual, discipline-based, course-level SLOs (shown in non-italic font). (The color table attached at the end of this section shows all of the courses that satisfy this area.)

GE Area A2: Communication and Analytical Thinking
<p>English 2, Composition and Critical Thinking</p> <ol style="list-style-type: none">1. Practice metacognition, demand evidence, insist on objective corroboration, and recognize logical fallacies in the consideration and development of course assignments.2. Apply basic concepts in semantics, differentiate between fact and opinion, and discriminate between ideological and disinterested sources to establish authenticity and reliability.3. Write papers that demonstrate the ability to summarize and analyze contending positions on controverted issues, including critical thinking itself.4. <i>Understand, analyze and critically evaluate complex issues or problems; draw reasoned conclusions and/or generate appropriate solutions; and effectively communicate their results.</i>
<p>Math 10, Math for General Education</p> <ol style="list-style-type: none">1. Recognize mathematical applications in everyday life and demonstrate appropriate, relevant problem solving skills.2. Locate and utilize mathematical resources and technology while demonstrating reasoning and mathematical literacy.3. <i>Understand, analyze and critically evaluate complex issues or problems; draw reasoned conclusions and/or generate appropriate solutions; and effectively communicate their results.</i>

GEOs align across all three GE patterns

As shown on the color table attached at the end of this section, the MPC GE pattern aligns reasonably well with the GE patterns for CSU and IGETC. The alignment is not perfect, but most GE courses are in similar areas for CSU and IGETC as they are for the MPC pattern. Thus, whatever GE pattern a student pursues, the GEOs that will be attained upon successfully completing the pattern will be the same.

For GEO and accreditation purposes, the transfer curriculum is all one program

MPC has established that the program-level SLOs for its transfer programs are all the same; they are the GEOs. Another way of stating this is that the entire transfer curriculum is one program: the transfer program. The outcomes for this transfer program are the GEOs.

The rationale for organizing the transfer programs in this way is two-fold. First, many transfer programs do not have a sequence of programs and a capstone course where skills attained throughout the entire program could reasonably be evaluated. Sequence and capstone courses may be the norm in CTE programs, but not in transfer programs. Second, MPC wanted the simplest way to be able to evaluate learning at the program level without allocating a lot of time and resources to the effort. Placing the

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GEOs at the course level and evaluating the learning along with MPC's normal, course-level efforts was the most reasonable way to accomplish this.

What is the bottom line?

Faculty members who teach GE courses should recognize that a GEO is automatically one of the course-level SLOs for these courses. These faculty members should evaluate student attainment of these GEOs at least twice during a six-year program review cycle, and discuss the results with colleagues in the Instructor/Program Reflections process.

The full list of GEOs:

MPC Area A1: English Composition

Upon successful completion of this area, students will have demonstrated an ability to form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose.

MPC Area A2: Communication and Analytical Thinking

Upon successful completion of this area, students will have demonstrated an ability to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results.

MPC Area B: Natural Sciences

Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.

MPC Area C, Humanities:

Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.

MPC Area D, Social Sciences:

Upon successful completion of this area, students will have demonstrated an ability to critically examine and comprehend human nature and behavior, social traditions, and institutions.

MPC Area E1, Life-Long Learning and Self Development--Wellness:

Upon successful completion of this area, students will have demonstrated an ability to analyze how physical, social, emotional, and/or intellectual factors contribute to wellness and healthful living.

OR

MPC Area E2, Life-Long Learning and Self Development--Introduction to Careers:

Upon successful completion of this area, students will have demonstrated an ability to accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals.

MPC Area F, Intercultural Studies:

Upon successful completion of this area, students will have demonstrated an ability to examine interactions and interconnections across cultures.

Please note that the course information here is from an old catalog. Although most of these courses are still valid, some of them may have been changed or deleted from the catalog, and some new courses may have been approved to fulfill these GE areas.

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MPC Associate Degree GE Requirements		CSU GE Requirements		IGETC GE Requirements	
Communication Skills -- 6 units		Communication and Critical Thinking -- 9 units		English Communication -- 2 courses	
A	A1 English Composition: 3 units ENGL 1A, 100	A	A2 Written Communication – one course ENGL 1A	1	A English Composition -- 1 course, 3 units ENGL 1A
<p>Upon successful completion of this area, students will have demonstrated an ability to form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose.</p>					
	2 Communication & Analytical Thinking-3 units MATH 10, 12, 13, 16, 17, 18, 20A, 262, 263 BUSI 22, 42, 110 PERS 54 CSIS 1, 10A PHIL 6, 10 ENGL 2 POLS 9 MAST 10 SSCI 10 SPCH 1, 2, 3, 54		A1 Oral Communication – one course PERS 54 SPCH 1,2,3,54 A2 – Critical Thinking – one course EGNL 2 PHIL 6,10 SSCI 10	2	B Critical Thinking - 1 course, 3 units ENGL 2 Mathematical Concepts and Quantitative Reasoning – 1 course, 3 units Math 10,13,16,17,18,20A MATH 20B,20C,31,32,40
<p>Upon successful completion of this area, students will have demonstrated the ability to understand, analyze and critically evaluate complex issues or problems; draw reasoned conclusions and/or generate appropriate solutions; and effectively communicate their results.</p>					
Natural Science – 3-4 units, must include lab		Physical Universe and its Life Forms		Physical and Biological Science – 2 courses, one must include lab	
B	BIOL 10,13,21,22,25,26,31+32 CHEM 1A, 2,10+10L, 30A ANAT 1+2, 5 PHSO 1,2 ASTR 10+10L, 21 GEOL 2+2L, 8 OCEN 2 PHYS 2A,3A,10	B	B1 Physical Universe – one course CHEM 1A,2,10+10L,30A CHEM1B,12A,12B,30B PHYS 2A,3A,10 PHYS 3B,3C GEOL 2+2L,8 MAST 70 OCEN 2 ASTR 10+10L,21 B2 Life Forms – one course BIOL 10,13,21,22,31 BIOL 36,38,30 ANAT 1,2,5 PSYC 38 PHSO 1,2 ANTH 2 B3 Laboratory Activities (affiliated with B1 & B2) CHEM 1A,2,10+10L,30A CHEM 1B,12A,12B,30B PHYS 2A,3A,3B,3C,10 PHYS 3B,3C ANAT 2,5 ASTR 10+10L, 21 BIOL 10,13,21,22,32 GEOL2+2L,8 PHYSO 2 OCEN 2	5	A Physical Science – one course CHEM 1A(L),2(L),10+10L CHEM1B(L),12A(L),12B(L) PHYS 2A(L),3A(L),10(L) PHYS 3B(L),3C(L) GEOL 2+2L,8(L) ASTR 10+10L OCEN 2(L) B Biological Science – one course BIOL 10(L),13(L),21(L),22(L), 30, 31+32(L) ANAT 5(L) PHSO1,2(L) BIOL 31 BIOL 36, 38 ANTH 2 PSYC 38
<p>Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.</p>		B4 Mathematical Concepts, Quantitative Reasoning and Applications – one course MATH 10,13,16,17,18,20A MATH 20B,20C,31,32,40			

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MPC Associate Degree GE Requirements		CSU GE Requirements		IGETC GE Requirements	
Humanities - 3 units		Arts, Literature, Philosophy and World Languages – 9 units		Arts and Humanities – 9 units	
C	ART 1,2,3,4,6,7,8,9,22,24,28A,37,51,63A,70A, 84A,88A ENGL 1B,10,11,16,17,18,22,24,38,40,42,43,44,45,46,47,49 COMM 5 ETNC 5 GENT 1-15,20-23 HUMA 1,4,10,30,40 LING 10,20,30 MUSI 1,2,3,4,10A,10B,14A PHIL 2,4,5,8,12,13,40,54	C	C1 Art, Dance, Drama, Music, Photography > 3 units ART 1,2,3,4,6,7,8,9,51 GENT 1-15,20-23 PHOT 1A,10,22 WOMN 4	3	A Art courses – one course ART 1,2,3,4,6,7,8,9 ETNC 5 MUSI 1,2,3,10A,10B WOMN 4
	PHOT 1A,10,22 SPCH 4 THEA 1,4,5,7A,11,15A,53 WOMN 1,1B,4,11,40,54 WRLD 4A,4B,20 WORLD LANG 1A, 1B, 2A, 2B...		C2 Literature, Humanities, Philosophy, World Languages > 3 units ENGL 1B,10,11,17,18,22,24,38,40,42,43,44,45,46,47,49 WORLD LANG 1A, 1B, 2A, 2B... COMM 5 HUMA 1,4,10,30,40 PHIL 2,4,5,8,12,13,40,54 WRLD 4A,4B,20 HIST 7,8,40,47		THEA 1,4,5,11,53 WRLD 4A,4B GENT 1-15,20-23 LING 10,20,30 WOMN 1,1B,4,11,40,54 ETNC 40
<p>Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.</p>					
Social Science - 3 units		Social, Political, and Economic Institutions – 9 units		Social and Behavioral Sciences – 9 units	
D	ANTH 2,4,6,20,21,22,30,31 ETNC 10,11,16,18,20,21,30,31,32,33,34,40 HIST 2,4,5,7,8,11,12,13,15,17,18,20,36,40,47,48,50 PSYC 1,3,6,25,33,35,38,40,50,60(not in list) WOMN 6,9,10,12,13,30,31,32,33,34 BIOL 38 CHDV 1 ECON 1,2,4 GENT 1-15,20-23 GEOG 2,4,5 LING 15	D	Historical Setting – one course ETNC 11 WOMN 12	4	ANTH 2,4,6,10,11,20,21,22,30, 31 BIOL 38 CHDV 1 ECON 1,2,4,5 ETNC 10,11,16,18,20,21,30,31,32,33,34,40 GEOG 2,4,5 HIST 2,4 5, 7, 8,11,12,13,15,17,18,20,36,40,47,48 LING 15 PSYC 1,3,6,25,35,38,40 SOCI 1,2,3,9,40 SPCH 4 WOMN 6, 9, 10, 12, 13, 30, 31, 32, 33, 34 POLS 1,2,3,4,5,8,9,10,16,18
	POLS 1,2,3,4,5,6,8,10,16,18 WRLD 4A,4B,20 SPCH 4 SOCI 1,2,3,9,40,60(not in list) SSCI 50		Political Institutions – one course ETNC 16,18 WOMN 10		ECON 1,2,4
<p>Upon successful completion of this area students will have demonstrated an ability to critically examine and comprehend human nature and behavior, social traditions, and institutions.</p>					

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MPC Associate Degree GE Requirements		CSU GE Requirements		IGETC GE Requirements	
Life Long Learning and Self Development- 3 Units		Lifelong Understanding and Self-Development -- 3 units		Languages Other Than English – proficiency equal to two years of high school study	
E	1 Wellness DANC 1-4,10A,10B,11A,11B,12A,12B,12C, DANC 14,15,16A,16B,18,19,21,53 PHED 1A,1B,2A,2B,2C,5A,5B,5C,6,7A,7B PHED 8,12A,12B,12C,16,17,19,21,29,33 PFIT 8,9,10,13,14,15,16,17,18A,18B,19 PFIT 20,21,22A,22B,30,50,51 ADPE 8,9,13,14,15,16 NSCI 5,51,55 BIOL 30,31 NUTF 1 FACS 56 PSYC 25, 50 HLTH 4,7 WOMN 7	E	PFIT 51(+10,18A,21,or22A) BIOL 31 BIOL 38 FCSC 56 BUSI 22(not in COR) HLTH 4,7 CHDV 1(not in COR) NUTF 1 CHDV 60 PERS 50, 51 HUMA 10 WOMN 7 WOMN 6 PHIL 4 PSYC 1,6,25,38,40,50,60 SOCI 1,40,60 PSYC 57	WORLD LANG 1A..... Any 1A World Language course.	
	2 Introduction to Careers ART 28A,35,36A,57A,58A BUSI 1A,20,44,62,80,120A,100A BUSC 104A,108C,110A,117A,119A MUSI 17A,20,44,48A,50A,55A ADMJ 2 HOSP 51 AUTO 100 HUMS 50 AVIA 102 LIBR 60 CSIS 50+50L MAST 31 DANC 20,22 MEDA 100 DNTL 100 NSCI 50 DRAF 70,72A ORNH 51,52 EDUC 1 PERS 50,51,71,72 EMMS 170 PHED 40,50 FASH 50 REAL 50 FIRE 100 THEA 21A		<div style="border: 1px solid black; padding: 5px;"> E1: Upon successful completion of this area, students will have demonstrated an ability to analyze how physical, social, emotional, and/or intellectual factors contribute to wellness and healthful living. OR E2: Upon successful completion of this area, students will have demonstrated an ability to accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals. </div>		
Intercultural Studies – 3 units					
F	BUSI 38 HUMA 30 ENGL 40 SPCH 4 ETNC 10 THEA 4 HIST 12 WOMN 12			<div style="border: 1px solid black; padding: 5px;"> Upon successful completion of this area, students will have demonstrated an ability to examine interactions and interconnections across cultures. </div>	

Student Accounting

Challenge of Selected Monterey Peninsula College Courses

Students, who have acquired the requisite knowledge or training in a subject area through experience or other education, may be prepared to challenge this knowledge. The challenge allows them to further their coursework in that academic area at a level befitting their current level.

Challenges are processed through the appropriate division. A successful challenge does not grant academic credit, but permits a student to satisfy prerequisites for MPC courses using knowledge gained obtained through alternative learning sources.

In instances where challenges represent various levels of competency (Foreign Language, Physical Education), the course corresponding to the student's estimated level of competency (as determined by the department chairperson), will be challenged.

Credit by Exam for Selected Monterey Peninsula College Courses

In order to be eligible to participate in credit by examination, a student must:

- have completed at least six (6) units at MPC
- be registered in a course at MPC
- have a cumulative grade point average (GPA) of 2.00
- and be in good standing (no probationary/dismissal status)
- the student **cannot** have received a grade of record or "W" in the same course.

Please note: Credit by Examination does not apply toward the graduation residency requirement.

Credit by Exam is not an option when students have already taken a course in the sequence for courses representing various levels of competency, such as Foreign Language or Physical Education.

The "Application for Credit by Examination" can be obtained in the Admissions & Records Office. After the form is completed and fees paid (based on the per unit value of the course), the student will bring the form to the Division Office and arrange a date with a faculty member for the examination.

The faculty member will assess the examination and return the examination results to the Division Office, which will return the "Application for Credit by Examination" form to the Admissions & Records office to be entered into the student's record. Students are not allowed to submit examination results to A&R.

Student Information System (SIS) Roster Information

GENERAL INFORMATION:

Instructors should keep the following information throughout the semester/session for all students:

1. Attendance
2. Dates of drops or withdrawals
3. Test grades or any other work used to determine each student's final grade
4. Final grades

Student Accounting

An instructor may submit grading information on a spreadsheet or print out the class list from the View Rosters section of the Faculty Portal.

Course syllabi are collected in the Office of Academic Affairs.

Faculty are required to submit documentation showing all grades received by each student during the course. A spreadsheet or Moodle download can be submitted with the following items on **each** page: course title, section #, semester, and instructor's name (signature if submitted in person). Please submit the documentation to the Admissions and Records (A&R) Office within one week from the end of the course. Please note that this deadline is for the documentation. Grades are required to be submitted through the Faculty Portal within 48 hours of the final exam.

All faculty members have been assigned a 9 digit system ID number. The same number as the student ID applies if a faculty member happens to be a student. If a faculty member does not know his/her ID number, the social security number will be used as the ID Number and the birth date will be used as the PIN Code to *initially* log in. For faculty members who do not have a birth date in the system, the initial log in will be the SS# and the last 4-digits of the SS#. After initial log in, faculty members will be asked to change their PIN Code.

Note: The student ID number is not visible on the system. If a faculty member needs to know his/her ID number, he/she should check with their Division Office Manager or bring a photo ID to the A&R Office.

There are three main components to the Faculty Portal: View Rosters, Manage Rosters, Email Students.

VIEW ROSTERS:

When the system comes up, from the Faculty Portal instructors will be able to View and/or print their Rosters. Display options on the roster include:

- Option to include students who have dropped or been dropped
- Option to print/view add codes on a separate page at the end of the roster
- Option to print the Roster in alphabetical or chronological order
- Option to show each student's ID number. Note: Access is ONLY to the last four digits of a student's ID number. All nine numbers will never be displayed.
- Option to display the date of last student transaction for that section
- Option to show which students requested the Pass/No Pass (P/NP) option for the course
- Option to show each student's telephone number
- Option to show each student's email address, which is the email on file at the A&R Office in the application screen. Students who choose to use MPC email must have that email address entered on their student portal (WebReg); the system does not automatically default to the MPC student email address
- Option to choose if columns should print out on the roster. These columns can be used to keep track of student attendance or can be used to keep track of student assignments, tests, and/or homework
- Option to export the roster to a spreadsheet by clicking on the 'Export to CSV' button
- Option to generate add codes at any time (even before the semester begins)

Student Accounting

MANAGE ROSTERS:

- No-Show Drops: This option is open from the first day of class through the day before census date. Instructors have the option to drop students who did not show for the first class meeting. This is an optional function.
- Certify Census Roster: This link becomes active on census day (Monday of the third week of semester length courses or 20% of short term courses, or Tuesday if Monday is a holiday). Using this option, the effective date of all drops is the day before the census day for the course (second Sunday for full-term courses). Until this function is completed, no other options become active.
 - Title 5 requires that instructors clear their class rosters of inactive students. The College cannot collect apportionment for any student who did not attend class after the census date for that course. Instructors are required to drop students who do not attend a class before census.
 - This is a one-time process. Once the “Certify Roster” button is clicked, this function is no longer active.
- Instructor Drops: This function becomes active after the Certify Census Roster is completed and is active up to the last date to drop the course. All drops are effective the date submitted. The instructor can enter drops up to the last date to drop the course. Once the last date has passed, this function is no longer active. After 75% of semester length courses, or 60% of short-term courses, students may not be dropped by either the instructor or student.
- Final Grades/Hours: Until the “Certify Census Roster” function is processed, an instructor cannot get into this screen. The link is not active until the last day of the class. The instructor enters each student’s final grade on this screen. If a student has requested Pass/No Pass that will be indicated. If a student withdrew, a “W” is preprinted.
 - If the instructor teaches a positive attendance course, he/she will enter each student’s total hours of attendance on this screen with the grades. If the instructor uses Timekeeper, he/she will still be able to send the hours to IT for uploading.

An instructor will not be able to get off this screen until he/she has entered grades for all students; however, he/she may save grades as they go. Once all grades are entered and the instructor clicks the “Submit Grades” button, this function is no longer active. Any other changes must be submitted directly to the A&R Office through a Grade Change form and supporting documentation.
 - Incomplete Grades: Please note that instructors may not issue an incomplete (I) grade through WebReg. In WebReg enter the grade that the student would receive if he/she does not make up missing work within the one year limit. An Incomplete Grade Form is to be submitted to A&R within two weeks of the end of the course. With the Incomplete Grade Form, a staff member will change the student’s grade in the computer to an “I.” If the Incomplete Grade Form is not submitted in a timely manner, the grade that the instructor entered into the computer is the grade that will remain on the student’s record.

Student Accounting

EMAIL STUDENTS:

This option allows instructors to send emails to students enrolled in each of their courses. Emails are sent to the student's email address that is on file with the A&R Office. To use the option of sending an email to all students, it should be noted that for any student without an email address, the email will be posted to the student's announcements area on the Student Portal. This option is for emails only and attachments cannot be sent.

Late Registration

Once registration begins, faculty may go into their Faculty Portal to view enrollment.

Beginning the first day of the semester/session, or the first day of class (for short term classes), an add code is required for students to register into any course that began within the first two weeks of the semester. Students may add using WebReg with an add code given by the instructor. Instructors are encouraged to issue Add Codes that will allow students to register using WebReg. WebReg is open 24-hours per day. Classes with a start date later than the first two weeks of the semester or the first week of summer session may be added by WebReg up until the day before the course begins, without an add code, if the class is not full.

Students are to use WebReg to add classes and may visit the A&R Office for assistance. Homework/assignments/graded materials should not be accepted until there is verification that the student is registered into the course. Check the Faculty Portal or ask the student to show his/her Registration Receipt. Students are not permitted to sit in a course in which they are not registered. Auditing is not permitted.

Late registration is advertised through the first week of the semester; however, registration with an add code is allowed up until the last day to add with an add code. For semester-length courses, students should not be accepted into a course beginning the third week of the semester. Students must have attended class before census for the College to collect apportionment. Instructors wishing to accept a student after census may establish a late starting section of the course. The necessary paperwork may be completed through the Division Office Manager. Once there is a section number for the new course, it should be given to the student with an add code for registration.

Any student who attends a course before census who wishes to register after established add period of the semester into a semester-length course will be required to petition Admissions & Records for permission to register after the official advertised registration period. See the "View Rosters" portion of the Faculty Portal for deadlines. Petitions are available at the A&R Office or online. The "Petition to Add after Published Deadline" form is to be completed by the student and the instructor. The instructor will be required to state why the student was permitted to attend class without being registered.

Student Accounting

Auditing

MPC does not authorize “auditing” of classes*. All students must be registered into the class to attend that class. The instructor is responsible for checking their rosters through their Faculty Portal (WebReg) to verify enrollment. If a student is not registered, refer the student to A&R Office with questions. Do not allow continued attendance without verification of enrollment.

*Only exception--MPCTA and MPCEA/CSEA #245 unit members may attend regularly scheduled courses at MPC at no cost to the unit member for Professional Growth Requirement.

Census Information

Title 5 states specific procedures for collecting attendance data for apportionment of state funds. Instructors should observe instructions and deadlines.

The census date for semester-length courses is Monday of the third week of the semester. If Monday is a holiday, Tuesday will be the census day. For courses less than semester length, census is 1/5 (20%) of the course. Students must actively participate before the census date of a course in order for the College to collect apportionment. Students should not be accepted into a course on or after the census date. Instructors wishing to accept a student after the census date may establish a late starting section. The Division Office Manager can help with the necessary paperwork. The exception is open-entry/open-exit courses.

California Education Code requires that:

Instructors shall clear their class roster of inactive enrollment. Inactive enrollment is defined as follows: As of census day, any student who has:

1. Been identified as a “no show,” or
2. Officially withdrawn from the course, or
3. Needs to be dropped from the course. A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances. “No longer participating” includes, but is not limited to, excessive unexcused absences. “Extenuating circumstances” are verified causes of accidents, illness, other circumstances beyond the control of the student, and other conditions defined by the Governing Board and published in regulations.

It is the instructor’s responsibility to clear their roster of all inactive students as of census day. After census day, it is strictly the responsibility of the student to drop when they are no longer active participants in a course.

A student’s lack of attendance, which leads an instructor to judge that unsatisfactory progress is being made, may result in the student being dropped from class. When an instructor drops a student for inactive attendance, the official drop date is the date the instructor drops the student on his/her Faculty Portal.

A student may initiate a withdrawal for any reason prior to the last day to drop, by using WebReg. After the last date to drop, no student may drop or be dropped by an instructor. After that date the instructor must assign a grade other than “W”.

Student Accounting

If, in the judgment of the instructor, a student who has been dropped by mistake has a reasonable chance of succeeding in the course, the instructor may reinstate the student by completing the reinstatement form, found on MyMPC. Please contact Admissions & Records for assistance.

Students who attend a course and fail to register will not be allowed to earn the credit for that course and should not have been allowed to sit in class.

Class Periods and Final Exam Times

For state apportionment of funds, periods of instructional time may not be scheduled for fewer than 50 minutes; a class must meet for 50 minutes of each hour. For block-scheduled classes, break times may be given. It is important to conduct the block-scheduled class until the scheduled and advertised end time. Break times may not be accumulated to be taken all at once at the end. Doing so affects the apportionment that the College may collect. Reasonable periods of non-instructional time for breaks may be taken during the class period without reducing apportionment.

Classes are required to meet during the designated final exam period regardless of whether a final is given during that class period. Final exam times are part of the Weekly Student Contact Hours (WSCH) designated for each class. This measure is built into the apportionment calculation for community colleges. This requirement is also covered by the MPC/MPCTA agreement in that final exam days are included in the 175 teaching days for the year, which is mandated by the MPC Flex Calendar and Title 5 § 58142.

Day classes have a two-hour final examination period which is listed in the Schedule of Classes and on the College website. Evening and weekend classes have their final examinations during finals week on their last scheduled class meeting of the semester. If, for example, an evening class meets on Tuesdays and Thursdays during the semester, the class final will take place during finals week on Thursday during the normally scheduled meeting time. The evening or weekend final class period should be no longer than two hours. Any variation to this must be authorized in advance by the appropriate Dean.

Evaluation of Students' Progress

Methods of evaluation may vary considerably, based on course content, methodology and course objectives. The basic reasons for periodic evaluations are to provide students with knowledge of their progress and to provide the instructor with an indication of student progress toward meeting the course objectives.

Grades are determined in relation to the course objectives, general expectations, and standards of a course as indicated on the official Course Outline of Record and Course Syllabus. Final grades are established on the basis of specific, defensible evaluative criteria. The College Catalog contains definitions of grading symbols.

Student Accounting

Final grades must be submitted to the A&R Office within 48 hours after the final examination using the Faculty Portal. Instructors will have one week after a course ends to submit documentation to the A&R Office justifying the grades entered into the Faculty Portal. This documentation should be formatted to be legible and fit on single, printable pages and should include the following on each page:

- Instructor's name
- Instructor's signature
- Course title
- Section number
- Semester & year

Grades

Work in all courses must be recorded on the student's permanent record. At the beginning of each course, the instructor shall explain the course objectives and the basis upon which grades are determined. Such an explanation shall be included in the written Course Information Sheet (printed on green paper) issued to each student. The determination of the student's final grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, is final.

For Courses Offered with Letter Grade – Pass/No Pass Option

The "pass" (P) grade is defined as at least satisfactory ("C" or better). The "no pass" (NP) grade is defined as less than satisfactory ("D" or "F").

In a course where a student has the option of being graded on either Letter Grade or Pass/No Pass basis, the system defaults to letter grade. Students must make the P/NP option known by the end of the fourth week of semester-length courses or during the first 25% of short courses. It is the student's responsibility to request the option using WebReg.

Pass/No Pass grades will not be converted back to letter grades and instructors cannot assign letter grades on the final grades roster within WebReg. If students make a mistake requesting P/NP, they may reverse their option before the deadline has passed. Once the deadline has passed, the option will not be reversed.

Units attempted for which "NP" is recorded shall be considered for progress probation and progress dismissal procedures.

Incomplete Grade

The option to give a student an incomplete "I" grade on WebReg is not available. Incomplete contracts can be accessed on MyMPC. Please contact your DOM or the Admissions & Records Office for assistance.

An instructor should submit the grade (i.e. "F" etc.) that a student would earn given their current standing in the course, at the time of the incomplete on WebReg. A&R will adjust the record to reflect an "I" upon receipt of the signed and completed Incomplete Contract. The student has one year to complete the incomplete work or they will receive the grade that was assigned to them initially by their instructor.

Student Accounting

Upon completion of the work, an instructor should submit a Change of Grade Form. Forms are available on MyMPC. Please ask your DOM or A&R for assistance.

A student cannot repeat a course to remove an Incomplete “I” grade from their record.

Please note: Incomplete Contracts cannot be picked up from, or turned in to A&R by students.

Final Grade Reports

Instructors who teach a graded course will be required to enter grades into the Manage Rosters portion of their Faculty Portal. The list will include all students who were registered and students who dropped after the second week of semester-length courses or 20% of courses that are less than semester length. For students who elected to be graded on the Pass/No Pass basis, P/NP will be the only option listed. For students who were dropped by the deadline, “W” will be printed. Please note that instructors cannot issue “W” grades. Drops must have been processed on the Faculty Portal by the official deadline for the semester/course.

Grade Changes

Once a grade has been submitted for a student, no change can be made until the instructor completes a “Change of Grade Form” (available online at MyMPC) and submits the signed form to the A&R office. The determination of the student’s grade by the instructor in the absence of mistake, fraud, bad faith or incompetency, shall be final. Instructors who list ‘instructor error’ for grade changes must provide documentation of the error.

Please note: Change of Grade forms cannot be picked up from or turned in to A&R by students.

Positive Attendance

Positive attendance courses are courses that meet four times or less, courses with hours by arrangement, and noncredit (400 level) courses. When the course ends, faculty will be required to enter each student’s total hours of attendance into the “Manage Rosters” section of the Faculty Portal. It is the faculty’s responsibility to submit documentation of the hours each student attended class to the A&R Office.

Student Policies and Regulations

Student Access to Records

Students who have no debt to the College may have access to their official records. The record may be challenged by a student if the following apply:

- Inaccuracies are apparent
- An unsubstantiated personal conclusion or inference is noted
- A conclusion or inference outside the observer's area of competence is made, or
- Observations are not based on the personal observation of a named person with the time and place of the observation noted

The challenge is initiated by filing an Academic Council Petition. A copy of the petition will be forwarded to the Superintendent/President. The procedure for the challenge is specified in the Student Access to Records Procedure available in the Dean of Student Services office.

The policy and procedures are based on Education Code: §76230-76234, and Title 5: §54630

Student Conduct in the Classroom

Instructors may suspend, for good cause, any student from their class(es) for the day of the suspension and the day following. The instructor shall immediately report the suspension to the Vice President of Student Services and direct the student to the Vice President for appropriate action.

Students shall not return to the class from which they are suspended during the period of the suspension without the concurrence of the instructor of the class and the Vice President.
(Education Code §76030.)

"Good cause" includes such offenses as the following:

- Continued willful disobedience
- Habitual profanity or vulgarity
- Open and persistent defiance of the authority of college personnel
- Assault or battery while under the authority of college personnel
- Continued abuse of college personnel, and
- Threats of force or violence against college personnel and violation of Student Standards of Conduct as defined in MPC's catalog

The following action is recommended for an instructor faced with a disruptive student in the classroom:

- Ask the student to stop the disruptive behavior
- If the disruptive behavior continues, tell the student to leave the classroom and to see the instructor during an office hour prior to the next class period
- Discuss the problem with the student and attempt to get the student to change his/her behavior
- Consult with the Division Chair

Student Policies and Regulations

- If the student continues to be a problem, suspend the student for the day of the problem and the next class session. The Vice President of Student Services shall be notified of the suspension, and the student shall be directed to report to the Vice President
- If the student refuses to drop the course and continues to be disruptive, initiate action through the Vice President of Student Services to drop the student from the course and arrange a hearing

An instructor does have the authority to drop a student from class for academic reasons consistent with Governing Board policy (Board Policy 4135). For example, a student may be dropped for failing to meet the instructor's attendance regulations. A student who has a complaint about action taken for either academic or disciplinary reasons may file a grievance in accordance with procedures outlined in the College Catalog under "Student Rights and Responsibilities."

Any instructor who believes that a student's conduct may be threatening to the instructor or other students should contact Campus Security at 646-4099 immediately.

If the threat is interpreted to cause immediate harm to students or staff a call should be placed to 911 first and then notify Campus Security.

Student Support Services

Counseling Services

The Counseling Department takes a holistic approach to student success, providing personal, academic, and career counseling services. All students are encouraged to visit with an MPC counselor to define their academic and career goals and develop an educational plan.

Students face many challenges that affect their academic performance, many of which can be identified and addressed with the help of a counselor. Students should be referred to counseling for course scheduling, learning issues, or any problems that seem to be interfering with the learning process. Instructors are also welcome to contact a counselor to discuss student issues or to schedule a classroom presentation.

Counseling appointments can be made by calling 646-4020 or by visiting the Counseling Department in the Student Services building.

Student Success and Support Program

The Student Success and Support Program (SSSP) supports the transition of matriculated (non-exempt) new students into the college by providing them with required services in assessment, orientation, counseling/education planning, and follow-up services. The student must complete the assessment and orientation prior to their priority registration time.

The Student Success and Support Program process at MPC is known as the STEP Program comprised of six components:

- STEP 1 – Admissions
- STEP 2 – Financial Aid (Optional)
- STEP 3 – Assessment
- STEP 4 – Orientation
- STEP 5 – Counseling/Advisement
- STEP 6 - Registration

These services are beneficial for all students and serve to strengthen the chance of goal attainment. All students should have an educational plan that can be created with the help of a counselor. Exemptions to the STEP Program are outlined in the Catalog. Further information is available by calling 645-1326.

Career and Transfer Resource Center

The Career and Transfer Resource Center (CTRC) is located on the second floor of the Student Services building with hours Monday through Friday; evenings by appointment. CTRC offers services, activities, workshops and special events to assist students identify and search for majors or careers and provide assistance with campus selection for transfer to a four-year institution. Transfer services include: university and college catalogs nationwide (available electronically and in print); the Annual Transfer Day – an opportunity to meet with representatives from over 40 colleges and universities; application workshops and assistance; Transfer Admission Guarantee/Agreements with participating UC, CSU and

Student Support Services

independent campuses; in-person meetings with representatives of universities; and computerized programs (EUREKA) to search majors, educational requirements, vocational preparation and college choice. Career services include access to computerized career assessments; workshops in job search topics (career choice, resumés, and interviews); reference library of career and job search topics. Additional reference materials include work and study abroad, Peace Corps, and internships. Many resources are also available on the CTRC website: <http://www.mpc.edu/student-services/support-resources/career-transfer-resource-center-ctrc>.

The CTRC is co-located with the Job Center for students and alumni who are seeking employment. See page 73 for more information. Students are encouraged to drop-in or call 645-1336 for an appointment. Email listserv provides up-to-date career and transfer information. Students may join the listserv by contacting CareerTransfer@mpc.edu.

TRiO Programs

Student Support Services is an academic support program that helps low income and/or first generation college students improve their basic academic skills, college study skills, and transfer opportunities. Students receive individualized instructional support and tutoring that enables them to develop competency in writing, math, science and study skills. Counselors' assist students in selecting an educational objective, plan a career, and prepare for transfer to a four-year college or university.

Pre-College TRiO programs such as Upward Bound and Math/Science Upward Bound are similar programs providing counseling, tutoring, and assistance with financial aid applications offered to high school students. The goal of the program is to help students build self-confidence and gain admission to the college or university that suits their needs. The TRiO office phone number is 646-4246.

Extended Opportunity Programs and Services

Extended Opportunity Programs and Services (EOPS) is a state-supported program for educationally and financially disadvantaged students. EOPS provides a comprehensive program of services including academic counseling, personal counseling, career guidance, financial aid, transfer information and assistance, and other support services.

EOPS operates in collaboration with TRiO/Student Support Services, Student Financial Services and the various academic support center programs, with the goal of assisting disadvantaged students in reaching their educational objectives. The EOPS office phone number is 646-4247.

Student Support Services

Student Health Services

MPC's Student Health Services Office, located in the Student Services Building, provides the following services:

- First aid
- Assessment of student injuries and illness
- Health screening (Blood Pressure, Vision, and Tuberculin skin tests)
- Health counseling, education and information
- Referral to health providers, social service agencies, support groups, treatment programs, and crisis intervention
- Psychological counseling referrals for students by application and appointment
- Physician and Nurse Practitioner visits by appointment

These services are supported by the health fee paid by students each school term. All services are available to all registered students free of charge. Students appearing physically or emotionally ill may be referred to Student Health Services, 646-4017, for assessment and possible treatment or referral.

Staff and faculty may receive limited emergency assistance as Health Services is funded entirely by student fees. The Health Services staff also handles incident reporting and insurance claims. Class presentations on a variety of health related topics can be arranged with the Coordinator of Student Health Services. Appointments are available by calling 646-4017.

English and Study Skills Center

The English and Study Skills Center (ESSC) offers individualized instruction on the Monterey campus and the Marina Education Center to assist students in improving communication and study skills. Students from all disciplines are welcome to use the ESSC's services.

Some of the services provided include assistance in the writing process; handouts with grammar and punctuation rules; reference books; computerized instruction; interactive workshops; and independent studies for grammar, vocabulary and study skills. Students in some English classes are assigned to the English and Study Skills Center for their course labs.

Computers are available for student academic use. Students may take English 50 Writing with the Computer, in the ESSC to learn the basics of word processing for essay writing and research.

Instructors who would like more information should stop by the ESSC, located on the first floor of the Library Technology Center, or call 646-4177.

Student Support Services

The Reading Center

Located on the first floor of the Library and Technology Center, the Reading Center offers individualized programs and services to students who have difficulty with college-level reading and spelling. Students work one-on-one, in small groups, or independently, based upon assessed needs. Addressing students' specific challenges, helping them with their coursework, and introducing strategies for strengthening their reading, the Reading Center programs reinforce successful reading skills at every session. All Reading Center programs are entirely student-centered.

Programs and Services

The Reading Center offers multi-sensory computer-based reading programs that teach reading strategies and skills for a wide variety of text forms and purposes:

- ENGL 320: Basic Reading Tactics equips learners with specific skills and strategies in order to improve reading comprehension.
- ENGL 330: Intermediate Reading Tactics equips learners with specific skills and strategies needed for success at the college level.

The Center also offers multi-sensory one-on-one or small group instruction that develops the auditory, sensory, and visual skills necessary for reading, writing, and speech as well as instruction for developing reading comprehension and critical thinking skills:

- ENGL 351: Phonemic Awareness for Improved Reading, Writing, and Speech
- ENGL 352: Comprehension and Critical Thinking Skills

Additionally, the Reading Center offers the required labs associated with some reading classes.

Contact Information

English and Study Skills Center and Reading Center Director: 645-1379

Reading Center Instructor: 646-4882

Reading Strategies Coordinator: 646-4175

Math Learning Center

Drop-In tutoring is available in the Math Learning Center (MLC) for students enrolled in Math classes below 20A. Assistance is also provided for students who are concurrently enrolled in classes requiring mathematic skills. Instructors and tutors work with students on an individual basis, helping them learn the material in their class. Information regarding location and hours of operation is available through the Physical Sciences division office or online: <http://www.mpc.edu/academics/academic-divisions/physical-science/programs-and-centers/math-learning-center-mlc>.

Student Support Services

Access Resource Center (formerly Supportive Services and Instruction)

The Access Resource Center (ARC) provides resources to support students with disabilities and ensure equal access to all that MPC has to offer. On many campuses this program is known as Disabled Students Programs & Services (DSPS). Faculty members in ARC have expertise in their respective fields: Rehabilitation Counseling, Learning Disabilities, Adapted Physical Education, Acquired Brain Injury, and Assistive Computer Technology. Support staff members facilitate accommodations, assist in Learning Skills Courses (LNSK) and Adapted PE (ADPE) courses, and provide support to students.

Services, accommodations and specialized instruction are available through ARC. A diverse specialized instructional curriculum supports student success – both in basic skills classes and in other college courses. Services are provided for students with disabilities who are enrolled in campus classes. This may include such supports as specialized academic counseling, testing accommodations, use or loan of classroom aids/assistive devices (digital recorders, assistive listening devices, electronic textbooks, etc.), priority registration, assistive technology/alternate media, temporary special parking, note takers, or interpreters; accommodations are authorized by a program counselor or disability specialist.

Documentation of a verified disability must be provided by the student before a student can receive services. In order to determine eligibility, a student should come to the ARC office and fill out an Application for Services; staff is available to assist in this process. Once a student is qualified, special services including provision and facilitation of class-related accommodations can be arranged. A student with a disability may be given a reasonable accommodation to ensure that he/she has the opportunity to demonstrate competency in a course. The accommodation “levels the playing field” so that an academically-related functional limitation does not keep a student from participating or achieving in the classroom; an accommodation does not fundamentally alter the content or course requirements. Formal processes exist to facilitate the provision of academic accommodations at MPC, and students are encouraged to be self-advocates and contact faculty members regarding their authorized classroom accommodations. The ARC office, respecting complete confidentiality of the student, will not notify an instructor of the presence of a student with a disability enrolled in a class without prior approval from the student and only when necessary to arrange accommodations; in addition, a student’s disability will not be disclosed to anyone unless a student expressly requests it. A student has the legal right to request and receive disability-related accommodations through the College without going through the ARC office. This is done by contacting the ADA Coordinator; at MPC, the ADA Coordinator is the Vice President of Student Services.

Faculty needing additional information should contact the ARC office at 646-4070. Counselors and faculty are available to campus instructors/staff to discuss disability-related questions. Information is also available on our website www.mpc.edu/arc

The ARC office is located on the first floor of the Student Services (STS) building, in STS-115.
Office hours are:

- Monday through Thursday, 8:00 a.m. to 4:00 p.m.
- Friday, 8:00 a.m. to 12:00 p.m.
- Evening services are available, with advance notice, by arrangement

Student Support Services

Job Center

The services provided by the Job Center are:

- Assist students with Federal Work Study (to work on- or off-campus)
- Process District Work Study employment
- Provide job listings on MPC job bulletin board and website
- Distribute student work study checks
- Verify CalWORK student eligibility for CWES office
- Verify student employment to Housing Authorities and/or other employment agencies or businesses
- Provide job referrals for on-campus, off-campus, full-time, part-time, temporary, seasonal, work-study, internship and quick cash jobs for local community and bay area
- Provide job related information to current or former MPC students
 - Provide annual Job Fair to MPC students and community job seekers
 - Provide Resume Builder through Cooperative Work Experience
 - Provide internship through Federal Work Study Program

The Job Center is co-located with the Career/Transfer Center on the second floor of the Student Services building, open Monday through Friday. Telephone number: 646-4195 and Fax: 646-3000.

On-Campus Student Employment

There are two basic types of on-campus employment for students:

District Student Help

District moneys are those which the College allocates to the various departments and divisions on campus. This money is intended to provide help for the divisions and employment for students.

To begin the process of hiring students with District funds, faculty should notify the Job Center Coordinator of the hiring needs and provide a brief job description. Once the notification is done, the Job Center Coordinator will recruit qualified students. The students' applications will be forwarded to the instructor for review or the applicant(s) will be instructed to make an appointment for an interview. It is necessary for the Job Center Coordinator to have an orientation meeting with the instructor before a student starts working. After the interviews are complete and the instructor hires a student, the student must be sent to the Job Center to complete the necessary payroll forms. Payroll papers must be submitted to the Job Center office by noon on the 16th of each month in order for a time card to be prepared for that month. Time cards are due in the Job Center office at noon on the last working day of the month. Students are paid on the 10th of the following month, and checks can be picked up at the Job Center. Checks will be mailed out to students after three business days.

Federal Work-Study

Work-study moneys are awarded by the federal government to provide student financial aid and create employment and training opportunities for low-income students. Salaries for work-study students DO NOT come out of the District budget for student help.

Student Support Services

To begin the hiring process through Federal Work Study, an instructor should notify the Job Center Coordinator of the hiring needs and provide a brief job description. The Job Center Coordinator will then refer qualified work-study students as they become available.

For further information on either student employment option, faculty may contact the Job Center Coordinator at 646-4195.

Off-Campus Student Employment

Employers may list jobs with the Job Center including full-time, part-time, temporary, seasonal, work-study, internships and quick cash jobs.

Students can view job listings online at <http://www.mpc.edu/studentjobs> or on the Job Center's bulletin board located on the second floor of the Student Services building. Students can apply by phone, in person or by email.

Student Activities

The Student Activities Office is located in the Student Center. The Student Activities Office supports the mission of the Associated Students of Monterey Peninsula College (ASMPC) and is responsible for all student organizations and student activities.

The ASMPC is recognized by the Governing Board as the official representative organization for MPC students. It also has three auxiliary councils--the Inter-Club Council (ICC), the Activities Council (AC) and the Student Representation Council (SRC). In addition to the coordination of all student events, ASMPC provides students with a forum for the expression of student opinion through shared governance, and develops student initiative and responsibility while ensuring equal rights for all students of MPC. Members of the Executive Council and Judicial branches are elected by the MPC students for the period of one year; all other positions are appointed by the Student Government.

The Student Activities program provides students with leadership opportunities and practical learning experiences beyond the classroom. Student Activities provides experiences that complement students' educational, personal and professional goals, thus enhancing student success. Through a warm and welcoming atmosphere, Student Activities offers meaningful opportunities for campus and community involvement, recognition of student achievement and a variety of specialized services that benefit the campus community. Information regarding campus events, student rights, student government, organizations (clubs) and a wide variety of programs are coordinated by the office of Student Activities. Student Activities also helps to build a stronger campus community and provides vital services for the campus. The Student Activities office telephone number is 646-4192.

Other College Services and Programs

Education Center at Marina

MPC offers day and evening courses at 289 12th Street (Imjin Parkway and 3rd Street) in Marina. A new 12,000 square-foot permanent facility with eight classrooms opened in the fall of 2011. To support students enrolled in classes at this campus, a variety of services are provided on site on a rotational basis including counseling, financial aid, veterans' services, English and Study Skills, Math Learning Center, library services and general tutoring.

Office hours are 8:00 a.m. to 9:15 p.m. Monday through Thursday, and 8:00 a.m. to 4:30 p.m. on Friday. The Education Center's telephone number is 646-4850 and more information can be found at www.mpc.edu/edcentermarina

Public Safety Training Center

The Public Safety Training Center (PSTC) is located at 2642 Colonel Durham Street in Seaside. The facility is host to the Fire Technology, Police Academy, and Emergency Medical Technician (EMT) programs. The site includes two buildings consisting of six classrooms, a seminar room, a multi-purpose room, locker facilities and office space. The Director of the PSTC coordinates the day-to-day operations of the facility, and the administration of the Fire Academy and EMT programs. Staff from the South Bay Regional Public Safety Training Consortium provide the instruction and coordination for MPC's Police Academy.

PSTC staff can be reached at 646-4240; office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. Police Academy staff can be reached at 646-4236 or (408) 270-6458; office hours vary. More information can be found at: <http://www.mpc.edu/academics/campus-centers/public-safety-training-center-pstc>.

Public Information Office

The Public Information Office (PIO), which is located in the Administration Building, works closely with graphic arts support, designs and produces class schedules, catalogs, and various other campus collateral and advertisements in support of and to promote programs, communications and college events. The Public Information Office can be reached at 646-4057.

Institutional Research Office

The Institutional Research Office, which is located in the Library and Technology Center on the third floor, conducts research in support of educational and administrative planning. Institutional research includes the areas of student enrollment and demographics; student assessment, performance, and outcomes; and staff and student satisfaction and needs. In addition, the Institutional Research Office identifies local, state and national demographic, economic, and social and educational trends that impact the College. The telephone number is 646-4035.

Other College Services and Programs

Grants

The Pre-application Grant Approval Form (Appendix K) is available to those who are interested in applying for a grant. This form must be submitted to the faculty members' Dean prior to the submission of the actual grant application. The Dean reviews the form and sends it to the appropriate Vice President. The Vice President presents and discusses the completed form at the President/Vice Presidents' weekly meeting, and P/VP must approve it before the faculty member can submit the actual grant application.

The form can be found on the MYMPC Academic Affairs website:

<http://mympc.mpc.edu/academics/AcademicAffairs/Forms/Forms/AllItems.aspx>.

Continuing Education

MPC supplements its academic offerings by providing professional development and cultural and personal enrichment opportunities for the community through its Continuing Education program. Continuing Education are open access classes that are offered to anyone interested without an admission application process. They do not provide credit of any kind and MPC does not receive any state funding to support these classes. Therefore, Continuing Education classes are fee-based, meaning students pay fees which support the costs of offering the classes. Registration for Continuing Education classes is completely separate from registration for other MPC classes. More information and current class listings can be found at www.mpc.edu/continuinged

Emergency Procedures

An Emergency Action Guide (a spiral bound pamphlet) is posted in every classroom and in each division office. It is important to be familiar with the procedures in the guide in order to assure the safety of the students during an emergency. A complete copy of the Emergency Response Plan is kept in the Library, each Division Office, administration building and campus security office.

Some general guidelines are as follows:

ACTIVE SHOOTER

1. Call Campus Security (646-4099) or local police (9-1-1).
2. Remain calm and answer the dispatcher's questions. The dispatcher is trained to obtain the necessary and required information for an appropriate emergency response.
3. If safe to do so, stop and take time to get a good description of the criminal. Note height, weight, sex, race, approximate age, clothing, method and direction of travel, and his/her name if known. If the suspect is entering a vehicle, note the license plate number, make and model, color, and outstanding characteristics. Noting all of this takes only a few seconds and is of the utmost help to the responding officer.

Note: An individual must use his/her own discretion during an active shooter event as to whether to run to safety or remain in place. However, best practices for an active shooter event are listed below.

If outside when a shooting occurs

1. Drop to the ground immediately, face down as flat as possible. If you are within 15-20 feet of a safe place or cover, duck and run to it.
2. Move or crawl away from gunfire, trying to utilize any obstructions for protection from the gunfire.
3. When a place of relative safety is reached, stay down and do not move.
4. Wait and listen for directions from public safety and/or public agency personnel.

If suspect is outside the classroom/office

1. Stay inside the classroom/office.
2. If possible, close and lock the outside door to the room.
3. Close the blinds, turn off the lights, remain quiet and move behind available cover. Stay on the floor, away from doors or windows, and do not peek out to see what may be happening.
4. If possible and safe to do so, report the location of the assailant.

If suspect is in close proximity

1. Lie motionless and pretend to be unconscious.
2. Do not attempt to apprehend or interfere with the suspect for self-protection. An individual must use his/her own discretion about when he or she must engage a shooter for survival.

Emergencies

HAZADROUS MATERIALS

1. Any campus spillage of a dangerous chemical or radioactive material is to be reported immediately by phoning Campus Security at 646-4099.
2. Be specific about the nature of the substance involved.
3. If contaminated, avoid contact with others.
4. Evacuate the building by quickly walking to the nearest exit.

EARTHQUAKE

1. If indoors, stay indoors and seek shelter in an open doorway or under a desk or table; hold on to the table legs. Stay away from windows, shelves, and heavy objects that could fall or move.
2. If outdoors, move away from buildings, utility poles, and other structures that could collapse.
3. Move to a safe area, assisting those who need help. **DO NOT USE ELEVATOR.**
4. Do NOT re-enter a building until a safety specialist says it is safe to do so.
5. Do NOT drive away immediately: traffic jams and road damage can make driving dangerous.

FIRE

1. Know the location of fire extinguishers and how to use them.
2. For a minor fire that appears to be controllable, IMMEDIATELY CALL 9-1-1 and campus security. Then use the appropriate fire extinguisher to control the flames.
3. For a larger fire that is not immediately controllable, close all doors to confine the fire, but do not lock them. IMMEDIATELY CALL 9-1-1 and Campus Security at 646-4099.
4. Activate the building fire alarm system then evacuate the building.
5. Once outside, move to a clear area at least 50 feet away from the affected building. Keep walkways and vehicle access clear for emergency vehicles.
6. Do not return to a building until told to do so by a College official or a fire officer.

Automobile Accidents

In case of an automobile accident while on College business, whether using personal or school vehicles, the employee should follow these procedures:

1. Remove the vehicle from the roadway immediately. If this cannot be done, warn other motorists. Use a flashlight, flares, emergency flashers, car lights, or station a person to “flag down” approaching vehicles
2. Call the police. If someone is injured, summon an ambulance/paramedics.
3. Write down the facts. Get as much information as possible.
4. Obtain names, addresses and telephone numbers of all witnesses. This is very important.
5. Give the other party his/her name and address and the name and address of the District.
6. **Do not admit liability.**
7. The employee’s supervisor and the Vice President of Administrative Services should be notified of the accident immediately.
8. Complete the vehicle accident report immediately (Appendix L).

Emergencies

9. Under the section, "Describe How Accident Occurred," be sure to note the extent and the location of property damage to all vehicles involved in the accident and the nature and extent of the injuries.
10. Prepare a diagram of the accident scene. Include location of all vehicles involved prior to impact, at impact, and when they came to rest.

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Appendix Section

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COURSE SYLLABUS (Sample Format)

I. BASIC INFORMATION

Course Title and Number:

Instructor:

Instructional Assistant: Lab Technician, reader, etc., as appropriate

Class Format: Lecture, lab, problem or discussion session, field trips, etc.

Class Meeting Times:

Class Meeting Places:

Prerequisites and/or Advisories:

Units:

Is Course Repeatable: *NOTE FOR INSTRUCTOR:*

See Catalog Description and Course Outline

Texts and other materials required:

Office Location:

Office Hours:

Office Telephone and/or E-mail Address:

II. RATIONALE FOR THE COURSE

Course goals as they relate to certificate and/or associate degree requirements, job training, transfer requirements, general education, personal development, etc.

III. STUDENT LEARNING OUTCOMES

A measurable or evaluable description of what students are expected to be able to do as they successfully complete a course. Student learning outcomes are relevant to and consistent with course objectives.

IV. COURSE OBJECTIVES

The purpose of the course objectives is to convey the learning outcomes expected of students. Each objective generally begins with an action verb that indicates what the student will do as a result of instruction. In addition, these objectives describe an action that is measurable.

V. EVALUATION OF STUDENT PERFORMANCE

Grading policy describing in detail how the student's performance will be evaluated. This should include the following:

- Project, activity, report and paper requirements
- Number, scope and dates of quizzes and exams

- Format, scope and length of final examination
- Other criteria used in evaluation
- Methodology used in determining grades assigned

Credit/No Credit Grading Option:

- Catalog states whether the course has this option
 - Clarify standards for C/NC option
 - Clarify the deadline for declaring the C/NC option if applicable
-

VI. ATTENDANCE

The attendance policy for this class should be explained in detail. Such items as number of absences allowed, if any, kinds of absences considered excused, and punctuality, and any penalties that result from violation of this policy should be described.

VII. CLASS ORGANIZATION

Provide an outline of major topics, projects and activities:

- Schedule of classes and activities
 - Schedule of readings or other assignments
-

VIII. ACADEMIC STANDARDS

A statement of college policies dealing with academic honesty, plagiarism, and cheating should be included. This should also include a reference to the possible consequences of such actions.

INSTRUCTOR NOTE: See catalog for allowable consequences.

IX. EMERGENCY INSTRUCTIONS

In case of emergencies, instructions should be communicated on where students can assemble away from the classroom building. Also, any other safety regulations or rules that may apply to the class or laboratory should be clearly stated.

X. INSTRUCTIONAL/LEARNING SUPPORT

List any services that are available to students on campus to support learning.

Examples: English and Study Skills Center, tutoring, supplemental instruction, counseling, services for disabled students, Lindamood-Bell™, library services, English as a Second Language laboratory, World Languages laboratory and others.

Monterey Peninsula College INCIDENT REPORT

Name: _____ Student (ID # _____)
 Address: _____ Employee
 Birth Date: _____ Other (explain) _____
 City: _____
 Phone: _____

Explanation of Incident

Date: _____ Time: _____ a.m./ p.m.
 Place (specific) _____
 Did the incident occur during a class? Yes/No. If yes, which class? _____
 Describe incident: _____

Description of Injury (if applicable)

Observer(s)/Witness(es) (if any) _____
 Instructor(s) present (if any) _____

Description of Intervention

First Aid given? Yes/No Explain _____
 Referred to _____
 Transported to _____ By _____
 What steps have been or could be taken to prevent similar incidents in the future? _____

Report completed by / Date

Injured person's signature / Date

Check if appropriate: Statement of injured person attached.

Statement of witness(es) attached.

Comments: _____

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MONTEREY PENINSULA COLLEGE
Approval & Reimbursement of Expenditures
Business Meeting/Conference/Travel

PURCHASING ONLY
VENDOR # _____

TR # 04769

<p>Section 1 REQUEST</p> <p>Please complete this section prior to submitting for approval. Please provide cost estimates.</p>	Name _____ Title/Department _____	
	Description of Event _____	COST ESTIMATES
	Location (City, State, Country) _____	Transportation _____
	Inclusive Dates _____	Lodging _____
	From _____ To _____	Meals _____
	Recommended Approval: _____ Chair/Non-Instructional Manager	Other _____
Date: _____	TOTAL ESTM. COST \$ _____	
Budget Account Number _____		

<p>Section 2 APPROVAL/ DISAPPROVAL</p> <p>Please Return to Requester after Approval or Disapproval</p>	<input type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED	
	The following conditions apply and payment of this claim, including any advances made prior to the actual travel, is authorized to the extent that only actual and necessary expenses in accordance with Education Code Sections 72423, 87432, and MPC Board Policy 2145 are properly documented by necessary receipts.	
	_____ Signature of Division Chair/Management	
	_____ Signature of Superintendent/President (Required for out of state)	
	Date _____	Date _____

DO NOT COMPLETE THE CLAIM PORTION (SECTION 3) OF THIS FORM UNTIL TRAVEL IS COMPLETED

<p>Section 3 EXPENSE CLAIM</p> <p>Submit White copy to Business Office - Yellow for your records</p> <p>Attach all receipts and supporting documents for actual expenses incurred and approved per Section 1.</p>	<p>1. TRANSPORTATION LIST ONLY THOSE EXPENSES FOR WHICH YOU ARE TO BE REIMBURSED</p> <p>a. Air Fare (Air Coach) \$ _____</p> <p>b. Automobile (actual mileage: _____ miles @ _____ per mile = _____ \$ _____</p> <p>c. Auto Rental \$ _____</p>																																																																		
	<p>2. REGISTRATION FEE \$ _____</p>																																																																		
	<p>3. OTHER EXPENSES</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>DATE</th> <th>MEALS</th> <th>LODGING</th> <th>MISC.*</th> <th>DAILY TOTAL</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td align="right" colspan="4">Total OTHER EXPENSES</td> <td>\$ _____</td> </tr> <tr> <td align="right" colspan="4">TOTALS 1 through 3</td> <td>\$ _____</td> </tr> <tr> <td align="right" colspan="4">Less: ADVANCES</td> <td>\$ - _____</td> </tr> <tr> <td align="right" colspan="4">Less: CREDIT CARD PMTS</td> <td>\$ - _____</td> </tr> <tr> <td align="right" colspan="4">NET AMOUNT OF CLAIM</td> <td>\$ _____</td> </tr> </tbody></table>		DATE	MEALS	LODGING	MISC.*	DAILY TOTAL																																				Total OTHER EXPENSES				\$ _____	TOTALS 1 through 3				\$ _____	Less: ADVANCES				\$ - _____	Less: CREDIT CARD PMTS				\$ - _____	NET AMOUNT OF CLAIM				\$ _____
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<p>Complete and submit within 10 days from completion of trip.</p>	I certify that this claim is true and correct and is for the actual and necessary expenses incurred while in attendance at the event described in Section 1 above.	
	_____ Signature of Claimant	_____ Date

GUIDELINES & ALLOWABLE EXPENSES

Board Policy requires approval of travel prior to participation or incurring any expense. Administrative Procedure B100 governs all business travel and attendance at events by MPC employees. Summary of the most pertinent requirements follow, but one must familiarize oneself with the total process before filling out this form.

1. REQUEST/APPROVAL/REIMBURSEMENT PROCESS

- A. No prior approval needed to travel within district boundaries, district locations, or points outside the District visited in the course of performing everyday duties; i.e., Hartnell College, Fort Ord, etc.
- B. Complete Section 1 to request approval, submit to your supervisor.
- C. If approved, registration fees, transportation tickets or cash advances may be secured by the regular purchase order process (allow sufficient time).
- D. Observe limitations placed by the Administrator/President/Superintendent in the Approval Section.
- E. Complete the lower portion of the form upon completion of travel and submit claim, together with necessary receipts and supporting documents, for allowable expenses to the Business Office.
- F. If disapproved, no further action is required by you.
- G. Supervisors must ensure that the proper budget account number is entered in the space provided for such, and that sufficient funds are available therein.

2. ALLOWABLE EXPENSES (Observe limitations in Approval Section of Form)

- A. Registration Fees
- B. Lodging cost of single room (including tax) or least expensive available.
- C. Transportation, most expeditious and economical available.
- D. Automobile rental if directly related to successful completion of trip.
- E. Meals for employee only, unless necessary business meetings require the purchase of meals for others. Receipts required if meals exceed \$25.00 per day.
- F. Laundry and dry cleaning, if away for more than three days.
- G. Other: Parking fees, toll fees, taxi or airport limousine services, and tips to waiters, waitresses, porters, or bellhops, if reasonable and customary.

3. EXPENSES NOT ALLOWED

- A. Cost of alcoholic beverages.
- B. Meal costs for other than the employee (but see Section 3, F. of Procedure B100).
- C. Lodging charges for other than the employee.
- D. Expenses of a personal nature, i.e., telephone calls to friends or relatives, souvenirs, newspapers, magazines, etc.
- E. Expenses that exceed pre-approved expense levels.
- F. Personal auto expenses (washing, emergency repairs, tires, etc.).

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
MILEAGE REIMBURSEMENT CLAIM**

PLEASE SUBMIT TO FISCAL SERVICES DEPARTMENT IN TRIPPLICATE AT LEAST ONCE A SEMESTER.
THE PRESENT MILEAGE RATE IS (.XXX) CENTS PER MILE.

NAME SOC.SEC. # DEPARTMENT

ADDRESS DATE

THE FOLLOWING MILEAGE RECORDED WHILE USING MY PERSONAL AUTOMOBILE IN CONDUCTING BUSINESS FOR THE DISTRICT ARE ACCURATE AND ACTUAL READINGS FOR THE TRIPS TAKEN DURING THE PERIOD INDICATED BELOW:

FROM: TO:

BUDGET ACCOUNT NUMBER(S) *28 NUMBERS

DATE	LOCATION VISITED					PURPOSE			MILES	
TOTAL MILES:										

ATTACH ADDITIONAL SHEETS IF NECESSARY-----TABLE OF MILEAGE LISTED ON BACK
CLAIM FOR REIMBURSEMENT FOR ACTUAL MILEAGE TRAVELED _____ AT (.XXX) CENTS PER MILE OR \$ _____ (TOTAL) IS HEREBY MADE. TRAVEL WAS PERFORMED WHILE CONDUCTING BUSINESS FOR THE DISTRICT.

SIGNATURE OF CLAIMANT DATE

SIGNATURE OF SUPERVISOR DATE

AMOUNT _____

Appendix D1 (continued)

INSTRUCTIONS FOR FILING MILEAGE FORM

1. Additional pages may be attached to this form if the space provided is insufficient to record all trips. Please avoid filing a claim upon completion of each trip. Do not combine mileage for more than one fiscal year!
2. Form must be filed with Fiscal Services after the approval of your direct supervisor.
3. Use the following chart to help determine mileage.

APPROXIMATE MILES BETWEEN MPC AND:

<u>LOCATION VISITED</u>	<u>ONE WAY</u>	<u>ROUND TRIP</u>
Aptos	36	72
Bakersfield	225	450
Berkeley	122	244
Burlingame	101	202
Castroville	15	30
Col Durham Rd	7	14
Fresno	167	334
Gilroy (via Castroville)	39	78
Gilroy (via Salinas)	48	96
Hayward	102	204
Hollister	46	92
Los Altos (via Castroville-Gilroy-San Jose)	87	174
Los Altos (via Santa Cruz)	81	162
Menlo Park	89	178
Merced	128	256
Modesto	122	244
MPC Education Center Marina	8	16
MPC Public Safety Training Center at Seaside	7	14
Napa	161	322
Oakland	120	240
Palo Alto	87	174
Sacramento	198	396
Salinas	21	42
San Francisco	120	240
San Jose (via Castroville-Gilroy)	70	140
San Jose (via Santa Cruz)	76	152
San Luis Obispo	142	284
San Mateo	99	198
San Rafael	131	262
Santa Clara	72	144
Santa Cruz	44	88
Santa Maria	173	346
Santa Rosa	169	238
Soquel	39	78
Stockton	152	304
Vallejo	146	292
Ventura	271	542
Watsonville	27	54
Yosemite	211	422

MONTEREY PENINSULA COMMUNITY COLLEGE

In District – Mileage Reimbursement Claim

(See Instructions on the back of the form before completing)

NAME DEPARTMENT

ADDRESS DATE

THE FOLLOWING MILEAGE RECORDED WHILE USING MY PERSONAL AUTOMOBILE IN CONDUCTING BUSINESS FOR THE DISTRICT ARE ACCURATE AND ACTUAL READINGS FOR THE TRIPS TAKEN

FROM: TO:

BUDGET ACCOUNT NUMBER(S) *28 NUMBERS

DATE	LOCATION VISITED	PURPOSE	MILES
Total Miles			
Rate per Mile (.XXX cents)			
Total Claim			

ATTACH ADDITIONAL SHEETS IF NECESSARY-----TABLE OF MILEAGE LISTED ON

I hereby certify that the foregoing is an accurate statement of actual mileage traveled in connection with assignments for Monterey Peninsula College, and that liability insurance was in force protecting the district and members of the governing board.

SIGNATURE OF CLAIMANT DATE

SIGNATURE OF SUPERVISOR DATE

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES DATE

INSTRUCTIONS FOR FILING

The In District Mileage Reimbursement Claim is completed only if:

Travel expenses are incurred by a faculty/staff member who is required to travel to a second worksite within the district boundaries during the same day will be reimbursed.

Mileage is reimbursed on the basis of the commonly used route. Reimbursement will not be made for extra miles logged from a roundabout route.

Mileage may be reimbursed if it is most expedient for a faculty/staff member to conduct business enroute to or from their residence. In these cases, the faculty/staff member may be reimbursed the extra miles traveled in excess of commuting miles that are traveled to accomplish the task.

Any claims for mileage reimbursement must be accumulated and submitted monthly and must include the date, agenda or purpose, and mileage of each individual trip. This information must be provided on the Mileage Reimbursement Claim for which can be attached.

Only the authorized traveler who furnishes the private vehicle for group trips may claim and be reimbursed.

The form must be filed with Fiscal Services after the approval of your department supervisor and the VP for Administrative Services.

Not Reimbursable:

Travel expenses incurred to and from a faculty/staff member’s home and work location are considered to be commuting expense and will not be reimbursed.

Use the following chart to help determine mileage.

APPROXIMATE MILES BETWEEN MPC AND:

LOCATION VISITED	ONE WAYROUND TRIP	
Col Durham Rd	7	14
MPC Education Center Marina	8	16
MPC Public Safety Training Center at Seaside	7	14
Salinas (MCOE)	2	42

MEMO

Academic Affairs Office

Date: May 01, 2015

To: All Contractual Faculty Members Who Teach Census Week Classes

From: Michael Gilmartin

Re: Flex Day Activities Contract 2015-2016

Monterey Peninsula College operates on a Flexible Calendar that allows instructors who teach census week classes to devote a portion of their work year to duties other than teaching. Faculty members are required to be on duty for a total of 175.5 days in 2015-2016. Those days are accounted for as follows: 161 teaching days in the 2015-2016 calendar, 7 scheduled flex days, .5 day for commencement, and 7 days of individually contracted “flex” time. A contract is required for meeting the obligation of the individually scheduled flex days.

The 7 days of individually scheduled “flex” time must be devoted to the following kinds of activities and must be scheduled on days other than the 168.5 scheduled days:

- staff development, in-service training and instructional improvement;
- program and course curriculum or learning resource development and evaluation;
- student personnel services;
- learning resource services;
- course instruction and evaluation;
- related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity;
- departmental or division meetings, conferences and workshops, and institutional research;
- other duties as assigned by the district; or
- the necessary supporting activities for the above.

Please complete the front side of the attached form (I-Plan) and return to your Division Chair or Dean by **May 29, 2015**. For the Academic Affairs division, Michael Gilmartin will approve and do any necessary follow up. For the Supportive Services and Instruction faculty, the Vice President of Student Services will approve and do any necessary follow up.

The reverse side of the form (II-Record of Activities Completed) is to be used for recording and signing off activities actually performed. This form must be submitted to Michael Gilmartin for Academic Affairs and to the Vice President of Student Services for Supportive Services and Instruction faculty no later than **September 2, 2016**.

This page intentionally left blank.

Flex Day Activities Contract 2015-2016

I. Plan

Instructor

Division

You are required by Title 5 and the MPCTA contract to complete seven days of required flex days, a ½ day for commencement, and seven additional individually contracted flex days approved by the District. These individually contracted days may be completed at any time between July 1, 2015 – June 30, 2016 on days other than the 168.5 scheduled days listed on the District calendar.

Date	Planned Activities	Date	Planned Activities
Aug. 20, 2015	Scheduled Flex Day	Jan. 27 - 28, 2016	Scheduled Flex Days
Aug. 21, 2015	Scheduled Flex Day (Instructional Prep)	Jan. 29, 2016	Scheduled Flex Day (Instructional Prep)
Dec. 18, 2015	Scheduled Flex Day (Student Evaluation)	April 28, 2016	Scheduled Flex Day (Student Evaluation/Flex Forms)
		June 4, 2016	Commencement

Date(s)	Activity	Day/Hours
TOTAL		7 Days

- ◆ I request approval to participate in the seven (7) additional days as specified for flex activities during the 2015-2016 school year. (One day is considered a minimum of five hours of activities for regular, teaching faculty and seven hours for those on a 35-hour workweek.)

_____ *Instructor's Signature* _____ *Date*

- ◆ I recommend approval and certify that the activities listed above are appropriate activities that comply with the MPCTA agreement.

_____ *Division Chair's Signature* _____ *Date*

- ◆ This request is approved disapproved

_____ *Dean of Instructional Planning signature for Academic Affairs or Vice President of Student Services signature for Supportive Services and Instruction Faculty* _____ *Date*

II. Record of Flex Day Activities for 2015-2016

Instructor

Division

Date(s)	Activity, Persons Contacted, Significant Results (Attach extra pages if necessary.)	Day/Hours
	TOTAL	7 Days

- ◆ I certify that the above activities have been completed in accordance with the MPCTA contract and that verification is available upon request.

Instructor's Signature

Date

- ◆ I verify that the above-named instructor has completed the flex day activities in accordance with the MPCTA contract.

Division Chair's Signature

Date

- ◆ This flex day report is accepted not accepted

*Dean of Instructional Planning signature for Academic Affairs or
Vice President of Student Services signature for Supportive Services and Instruction Faculty*

Date



Appendix F

INDEPENDENT STUDY AGREEMENT FORM

At the end of the semester/session, this Independent Study Agreement Form is submitted to the Admissions and Records Office with the Class Roster.

SEMESTER/YEAR _____ (the instructions and requirements for establishing this course are on the back of this form)

INSTRUCTOR _____ DEPARTMENT _____ 90

STUDENT'S NAME _____ ID# ____/____/____

- 1. Topics to be studied _____
2. Course goal(s) _____
3. Methodology _____
4. Specific assignments and/or activities _____
5. Ways in which items specified are to be evaluated _____

6. Grading system for this student (check one): _____ Letter grade _____ Credit/No Credit
(For Credit/No Credit grading, the student must submit The Credit/No Credit Authorization Form to the Admissions and Records Office or must make the request using ATR or WebReg)

- 7. Course units (check one)
_____ .5 unit = 26 student work hours
_____ 1.0 units = 51 student work hours
_____ 2.0 units = 102 student work hours
_____ 3.0 units = 153 student work hours
_____ 4.0 units = 204 student work hours

8. Schedule of consultations with student; a minimum of two hours of consultation is required for each one-half unit of credit.

Table with 4 columns: Date, Time, Date, Time. Contains four rows of blank lines for scheduling.

SIGNATURES (required) certify understanding of and agreement with above

Student _____ Instructor _____

INDEPENDENT STUDY

Independent Study courses are an educational service offered to students at the discretion of Monterey Peninsula College instructors.

Independent Study courses (numbered 90 and entitled “Independent Study”) permit students to explore areas of interests independent of the usual classroom or laboratory instructional setting. Student and instructor agree upon a program of study, research, reading, or activity that is tailored to the needs and interests of the student. The instructor is responsible for providing advice and guidance as required, and for evaluating student performance. More specifically, a minimum of two hours of consultation is required for each one-half unit of credit.

The terms of the agreement between the student and instructor are stated on the Independent Study Agreement Form printed on the opposite side of this form.

Units awarded depend upon the amount of student time committed and satisfactory performance by the student. Units are based on the number of hours below:

.5 unit	=	26 hours per semester/session
1 unit	=	51 hours per semester/session
2 units	=	102 hours per semester/session
3 units	=	153 hours per semester/session
4 units	=	204 hours per semester/session

If you are establishing an Independent Study course after the semester/session has begun, write on the “Add Form,” **the start date of the course (the date the student had the first session with you).**

A student may register for one to four units of Independent Study during the first nine weeks of the semester. After that period of time and through the 15th week of a semester, a student may register for a maximum of two units. After the 15th week, a student may sign up for only one unit.

Independent Study may be repeated, provided there is no duplication of topics.

The instructor retains the Independent Study Agreement Form until the end of the semester/session. At the end of the semester/session, the Independent Study Agreement Form is submitted to the Admissions and Records Office with the Class Roster.

To establish an Independent Study course, the instructor must submit a completed “Add” form to the Academic Curriculum, Schedule, and Catalog Technician located in the Administration Building. Once the course is established, the section number is written on the “Add” form and copies are sent to the instructor and the Division Office Manager (DOM). The instructor is to send each student to the Admissions and Records Office with a SIGNED Add/Drop or Registration Form indicating the four-digit section number and the date the student began the course. The instructor may also give the student an add code which allows the student to register using WebReg or In-person Registration.

If a Class Roster is not received before the end of the semester/session, please phone the Admissions and Records Office to request one. Grades will not be accepted for the students without the Class Roster and an Independent Study Agreement for each student.

ADD Schedule Change Form

Use this form to ADD a section in both the development and finalized terms.

Term & Year:		Check one:	Development Term <input type="checkbox"/>	Finalized Term <input type="checkbox"/>
Course Dept/No.:		Units		
Course Title:				
Number of Weeks:		Total Contact Hours:		
Date Begin:		Date End:		
Second Department:		Location Code:		
Class Limit:		Restricted: <input type="checkbox"/>	Materials Fee: \$	In-progress: <input type="checkbox"/>
Combined with/Parent Course:				

MEETING # 1

INSTRUCTOR LAST NAME:		FIRST NAME:		
Pay Type:	Lec Sched hrs per wk:	Lec TBA hrs per wk:	Lab Sched hrs per wk:	Lab TBA hrs per wk:
Days:	Begin/End Times:		Room:	

MEETING # 2

INSTRUCTOR LAST NAME:		FIRST NAME:		
Pay Type:	Lec Sched hrs per wk:	Lec TBA hrs per wk:	Lab Sched hrs per wk:	Lab TBA hrs per wk:
Days:	Begin/End Times:		Room:	

MEETING # 3

INSTRUCTOR LAST NAME:		FIRST NAME:		
Pay Type:	Lec Sched hrs per wk:	Lec TBA hrs per wk:	Lab Sched hrs per wk:	Lab TBA hrs per wk:
Days:	Begin/End Times:		Room:	

MEETING # 4

INSTRUCTOR LAST NAME:		FIRST NAME:		
Pay Type:	Lec Sched hrs per wk:	Lec TBA hrs per wk:	Lab Sched hrs per wk:	Lab TBA hrs per wk:
Days:	Begin/End Times:		Room:	

Schedule Comments:	
---------------------------	--

----- Signatures are required below for Adds in finalized terms only. -----

Authorization	Name	Approval	Date
Division Chair			
Dean			
Vice President			

Section Number:	System Entry By:	Entry Date:
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Monterey Peninsula College

Field Trip/Excursion Agreement

Field trip/excursions are for the purpose of educational, cultural, and social enrichment.

It is imperative that all participants observe the regulations set forth by Monterey Peninsula College as outlined below.

1. Monterey Peninsula College and the California State Education Code prohibit the consumption of alcoholic beverages during a college function regardless of your age (even if you are over 21 years of age). For over-night field trips, this includes evenings and all periods before and after formal activities.
2. Prescriptive drugs must be listed and attached to this form. The use of an illegal substance or drugs is prohibited.
3. Destruction of any property is a violation of the California Education Code. Any costs associated with such destruction will be the responsibility of those involved.
4. Students are expected to attend all agenda events unless they have a valid excuse that is pre-approved by the club advisor, coach or instructor.
5. Behavior must be in compliance with the Monterey Peninsula College code of conduct as presented in the Student Rights and Responsibilities Handbook and Monterey Peninsula College regulations (AR6110).
6. Any violation of these rules may result in exclusion from future field trips, excursions, and in severe cases, may result in suspension or expulsion from the college. Referrals to the appropriate law enforcement agencies will also be made as appropriate.

I understand that violation of this agreement may result in my immediate return to my home at my own expense. Further disciplinary action may also be imposed by the appropriate authorities upon return to Monterey Peninsula College.

Print Student Name	Date	Student Signature
--------------------	------	-------------------

Print Parent/Guardian Name	Date	Parent/Guardian Signature
----------------------------	------	---------------------------

For students under the age of 18, parent/guardian name and signature must be included.

Address: _____

Phone: _____

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Monterey Peninsula College

Fieldtrip/Excursion Hold Harmless Agreement

Adult Student: Yes No (circle one) Minor Student (under 18) Yes No (circle one)

All participants must be enrolled as a student in this activity(ies).

Name of Student (please print) _____ Name of Parent or Guardian (if applicable) _____
Age: _____ Advisor/Coach/Instructor Supervising Event: _____
Name of event: _____ Location: _____
Date of Activity(ies). Please list dates and their purposes (if multiple): _____

Completion of this form is required for all mandatory student fieldtrip/excursion activities.

By signing this release I understand and agree to the following:

1. I understand that this fieldtrip/excursion may pose the potential risk of serious injury/illness to individuals who participate in such activities.

2. In accordance with CA Code of Regulations, Title 5, Section 55450 regarding fieldtrips or excursions, the Student/Parent/Guardian agrees to hold harmless, defend and indemnify the Monterey Peninsula Community College District, its Board of Trustees, officers, agents and employees, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, payments and judgments, including legal and attorney fees, arising from personal or bodily injuries, property damage or otherwise, regardless of and however caused, brought or recovered against any of the above arising from, or allegedly arising from, the negligence of the Student/Parent/Guardian participating in the above described activity.

3. That I am granting permission in the event of a medical emergency:
In the event of any medical emergency the Student/Parent/Guardian authorizes the consent to any x-ray examination, anesthetic, medical, dental or surgical diagnosis or treatment, and hospital care that the DISTRICT Faculty Sponsor deems necessary for the safety and protection of the STUDENT.

I have read the above and understand its terms. I execute it with full knowledge of its significance.

Signature of Student _____ Date _____ Signature of Parent/Guardian (if applicable) _____ Date _____
Address _____ Signature of Advisor/ Coach/ Instructor _____ Date _____

In the event of an emergency, please contact: _____
Name Relationship
at the following number: _____
Day Phone Evening Phone

If there are any special medical problems, please attach a description of the problem to this sheet.

A special note to Parent/Guardian: (1) All drugs must be registered on this form; (2) All drugs, except those which must be kept in the student's possession for emergency use, must be kept and distributed by the staff; (3) Any medications or drugs to be taken by the student must be listed along with a reason on this sheet (attach if necessary).

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Monterey Peninsula College

Fieldtrip/Excursion Liability Waiver-Form - Voluntary Assumption of Risk

Adult Student: **Yes** No (circle one) Minor Student (under 18) **Yes** No (circle one)

All participants must be enrolled as a student in this activity(ies).

Name of Student (please print) _____	Name of Parent or Guardian (if applicable) _____
Age: _____	Advisor/Coach/Instructor Supervising Event: _____
Name of event: _____	Location: _____
Date of Activity(ies). Please list dates and their purposes (if multiple): _____	

Completion of this form is required for all voluntary student fieldtrip/excursion activities.

By signing this release I understand and agree to the following:

1. I understand that this fieldtrip/excursion is a voluntary act on my part and that I am not required to participate in this fieldtrip/excursion.
2. By participating in this field trip/excursion, I am assuming certain risks and I am waiving certain rights:
Student/Parent/Guardian understands that participation in the fieldtrip/excursion carries with it the risk of personal injury, property damage or death to the participant, whether from accident or intentional misconduct of a third person.
 In order for the District to permit participation in the program, the student/parent hereby accepts and expressly assumes all risk of such injury or death. Student/Parent/Guardian releases and discharges the district, its officers, employees and servants (herein collectively referred to as "district") from all liability arising out of, or in connection with student's participation in the above described activity, including travel, EVEN LIABILITY ARISING FROM THE DISTRICT'S NEGLIGENCE. For the purposes of this agreement, liability means all claims, demands, losses, causes of action, suits, or judgments of any and every kind that the student or student's heirs, executors, administrators or assignees may have against the district, or that any other person or entity may have against the district, because of any death, personal injury or illness, or because of any loss of or damage to property, that occurs during the above described activity and that results from any cause INCLUDING THE NEGLIGENCE OF THE DISTRICT.
 In accordance with CA Code of Regulations, Title 5, Section 55450 regarding fieldtrips or excursions, Student/Parent/Guardian further agrees to hold harmless, defend and indemnify the DISTRICT from any and all liability, as defined above, resulting from, or in any manner arising out of, or in connection with the participation in the above described activity, EVEN IF SUCH LIABILITY IS DUE TO THE NEGLIGENCE OF THE DISTRICT.
3. That I am granting permission in the event of a medical emergency:
In the event of any medical emergency STUDENT/PARENT/GUARDIAN authorizes the consent to any x-ray examination, anesthetic, medical, dental or surgical diagnosis or treatment, and hospital care that the DISTRICT Faculty Sponsor deems necessary for the safety and protection of the STUDENT.

I have read the above and understand its terms. I execute it voluntarily and with full knowledge of its significance.

Signature of Student _____	Date _____	Signature of Parent/Guardian (if applicable) _____	Date _____
Address _____		Signature of Advisor/ Coach/ Instructor _____	
		Date _____	

In the event of an emergency, please contact: _____

	Name	Relationship
at the following number: _____		
	Day Phone	Evening Phone

If there are any special medical problems, please attach a description of the problem to this sheet.

A special note to Parent/Guardian: (1) All drugs must be registered on this form; (2) All drugs, except those which must be kept in the student's possession for emergency use, must be kept and distributed by the staff; (3) Any medications or drugs to be taken by the student must be listed along with a reason on this sheet (attach if necessary).

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Date submitted: _____

Review Request will be returned to originator within two weeks from date of submission to Area Administrator.

MONTEREY PENINSULA COLLEGE
Pre-application Grant Approval Form
(Submit prior to completion of RFP)

Title of Proposal: _____
Amount of Grant: _____
Funding Program: _____ (If multiple year, please specify fiscal year)
Funding Agency: _____
Preliminary Proposal Deadline _____ Application Deadline _____
Proposal Submitted by: _____ Phone _____
Grant Writer(s): _____

PLEASE CIRCLE ONE:

Is this a: (1) new grant; (2) expansion of existing grant; (3) continuation of existing grant?

Please provide brief and succinct responses to the following and use additional pages, if necessary:

- 1. Describe which long-term institutional goal is supported by this grant and how:*
- 2. Describe how this grant supports student learning as shown in program reflections and the annual update of the applicable program review action plan:*
- 3. Describe what will be accomplished or the expected outcomes and who will be accountable for specific objectives and related tasks:*

Appendix K (continued)

- 4. *For what purposes will grant funds be used, i.e. in what areas will funds be budgeted?*

- 5. *Is district commitment required by providing the following: Space, Staffing, matching Funds, Institutionalization, Implications to current program(s), Research implications (pre and post)?*

- 6. *What are the implications of this grant for Fiscal Services? Have you included required indirect costs when projecting the grant budget? (Fiscal Services should establish a regular %)*

- 7. *Will this grant be designed to offset any current General Fund costs? If so, what will be offset and at what amount?*

- 8. *How will MPC continue implementation of the grant activities after grant funds are no longer available?*

	Date	Signature
Reviewed by Area Administrator:		
Reviewed by Research Office (upon Administrator's Request):		
Reviewed by VP and PVP:		

President: _____ Approve: _____ Disapprove: _____
 Signature/Date

District Vehicle

Driver _____

Driver's License Number _____

Vehicle Year, Make and Model _____

Vehicle License Plate _____

Area of Damage _____

Describe How Accident Occurred

Diagram & Miscellaneous (if necessary)

Rectangular Snip

District

Accident Date _____ Time _____

Location

Police Agency Called



04/2006



Accident Report

- Stop at once
- Call an ambulance for anyone seriously injured
- Contact the local police authority
- Obtain the name, address and phone # of all persons in the other vehicle(s)
- Obtain the name, address and phone # of all witnesses
- Obtain the license number and state of registration of the other vehicle(s)
- Phone your supervisor if there is personal injury or extensive property damage
- Do not discuss the accident with anyone other than the police authority, your employer or a representative of Keenan & Associates
- Complete this report as soon as possible and submit to the District office
- **DO NOT ADMIT RESPONSIBILITY**

Liability Coverage

This vehicle is owned by a public entity and is self-insured through the membership in a joint powers authority pursuant to the California Government Code, Section 16020 (B) (4) of the California Vehicle Code. It legally exempts public entities from having to provide financial responsibility.

Appendix 1

Other Party	Injured	Witnesses
Name	Name	Name
Address	Address	Address
City State Zip	City State Zip	City State Zip
Home Phone Work Phone	Home Phone Work Phone	Home Phone Work Phone
Driver's License	Nature of Injury Reported at Time of Accident	
Automobile Year, Make and Model	Name	Name
License Plate	Address	Address
Area of Damage	City State Zip	City State Zip
Prior Damage	Home Phone Work Phone	Home Phone Work Phone
Number of Passengers	Nature of Injury Reported at Time of Accident	
Insurance Company	Name	Name
Address	Address	Address
City State Zip	City State Zip	City State Zip
Phone Number	Home Phone Work Phone	Home Phone Work Phone
	Nature of Injury Reported at Time of Accident	

Appendix L (continued)

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FALL SEMESTER – August 24, 2015 through December 17, 2015

August 20 and 21	Scheduled Flex Days for Faculty
August 24	Semester Begins
August 24 – September 5	Late Registration and Program Changes
September 7	Labor Day
September 8	Census
November 11	Veterans' Day Observance
November 18	Last Day Student May Withdraw from Classes
November 26, 27 and 28	Thanksgiving Holiday
December 14 – 17	Final Exams
December 17	Semester Ends
December 18	Scheduled Flex Day for Faculty
December 24	Christmas Eve Observance
December 25	Christmas Day
December 28	In lieu of Cesar Chavez Day
December 29	Admission Day Alternate Holiday for Classified
December 30	Periodic Holiday
December 31	New Year's Eve ½ Day and Spring Holiday ½ Day Observance
January 1	New Year's Day

EARLY SPRING – January 4, 2016 through January 26, 2016

January 4	Session Begins
January 18	Martin Luther King, Jr. Day
January 26	Session Ends

SPRING SEMESTER – February 1, 2016 through June 3, 2016

January 27, 28 and 29	Scheduled Flex Days for Faculty
February 1	Semester Begins
February 1 – 13	Late Registration and Program Changes
February 12	Lincoln's Day
February 15	Washington's Day
February 16	Census
March 27 through April 2	Spring Recess
April 28	Scheduled Flex Day for Faculty
May 4	Last Day Student May Withdraw from Classes
May 30	Memorial Day
May 31 – June 3	Final Exams
June 3	Semester Ends
June 4	Commencement

SUMMER SESSION – June 13, 2016 through July 22, 2016 (Six-Week Session)**June 13, 2016 through August 5, 2016 (Eight-Week Session)**

June 13	Session Begins
June 13 – 15	Late Registration and Program Changes
July 4	Independence Day
July 22	End of Six-Week Session
August 5	End of Eight-Week Session

Faculty is required to be on duty a total of 175.5 days. This calendar has 161 teaching days, 7 scheduled flex days, and .5 day of commencement. Each full-time contractual faculty member teaching census week classes must contract individually for another 7 days of flex time.

Board Adopted 1/30/15

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