



Adjunct Faculty Handbook



2300 E. Gibson Road, Woodland, CA
95776

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BEFORE YOU BEGIN TEACHING

On behalf of the students, faculty, staff, and administration, we would like to extend to you a hearty “WELCOME TO WOODLAND COMMUNITY COLLEGE”.

We are proud to be the 110th college in the California Community College system. Our mission is to provide high quality, student-centered education for all who strive to find opportunities for growth and development here. You are now part of a highly dedicated team of professionals who value diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

This handbook has been compiled to assist in answering some of the questions you may have regarding the policies and procedures we have adopted that contribute to making Woodland Community College a great place to work. In the following pages, we have attempted to explain how we respond to various situations that arise both in and outside of the classroom. After reviewing the contents of the handbook, should you find additional areas that you believe should be addressed in future editions, please do not hesitate contacting the Office of the Dean of Instruction and Learning Resource either by phone (530-661-5739) or e-mail (jpenning@yccd.edu).

Thank you for your contribution to the lives of our students and for the talent you add to our team of dedicated professionals. Best of luck to you in the coming year!

1. COMPLETING PAPERWORK TO GET PAID!

A. To avoid a delay in salary payment, be sure your paperwork is complete in the Human Resources Department. If this is your first semester teaching in this District, your paperwork including, Livescan fingerprint requirement, must be complete before you enter the classroom. Contact Human Resources at (530) 741-6978 if you have any questions regarding this paperwork.



B. Once your minimum qualifications have been established, your Livescan fingerprint requirement has been processed through Department of Justice and our police department, and your employment has been confirmed by the appropriate administrator, you will be activated on our college computer system. Confirmations will be processed through Human Resources and either mailed to you by U.S. mail or put in your designated adjunct faculty mailbox.

C. Payment for your course will be paid in equal payments divided by the months between the start and end dates of your class (i.e. 8/18 thru 12/18 will be paid in five equal payments beginning September 10th and ending January 10th). Regularly scheduled classes will automatically be processed through Human Resources and submitted to payroll. No time sheets will need to be submitted for payment. If you are authorized to work in an area that requires a time sheet to be submitted for payment, make sure your instructional administrator has completed the necessary confirmation and/or paperwork to get you paid.

D. If you have any change of address, telephone number, or any other employment information, please contact the Human Resources Department by phone/voice mail (530) 741-6978, email, or send a note/letter so that changes can be made in the computer system as soon as possible. Additionally,

please notify the Office of the Dean of Instruction and Learning Resources by phone/voice mail (530) 661-5714, of any changes as well.

E. Direct Deposit: If you would like to have electronic deposit for your payroll check, please contact the Payroll Department (530) 741-6768. You will complete a form and need to have a "voided" check to attach to your request.

2. THE COURSE OUTLINE

All course outlines meet Title 5 guidelines. Be sure you have a copy of the current outline for each class you teach and that your assignments incorporate all the activities listed on the course outline. Check with the Dean of Instruction and Learning Resources if you do not have the most recent copy of the course outline. The course outline will enable you to prepare the student syllabus that is distributed on the first day of class.

3. SEMESTER PLAN/SYLLABUS

A clear course syllabus can save considerable confusion and unhappiness. It should be provided to the students on the first day of class. It is the road map that will help your students keep pace with you. If it is well prepared and followed, students will learn to depend on it and will refer to it often, making your job and theirs much easier. At a minimum, it should include the following information:

1. Required text
2. Course description
3. Course objectives
4. Student Learning Outcomes
5. Units to be covered
6. Attendance expectations
7. Methods of evaluation
8. Grading policy/standards
9. Calendar as feasible

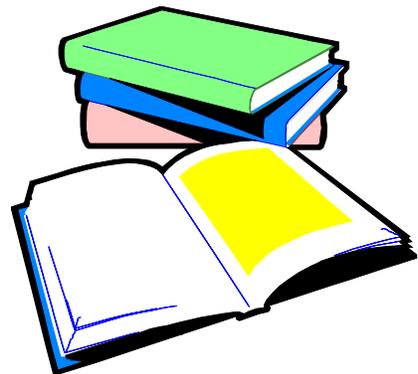
If you later make changes in grading procedures, deadlines, etc., please give this information to your students **IN WRITING**. This process will ensure that all students know of the changes and will protect you from the possibility of students' complaints. (Please refer to appendix A for a sample syllabus)

A copy of your syllabus must be placed on file in the office of your Instructional Dean. This is accomplished by sending an electronic copy of the document to jpenning@yccd.edu before the first day of any class.

4. YOUR TEXTBOOK

Adjunct faculty members are strongly encouraged to use the same text that is being used by the full-time faculty on campus; this is generally ordered through your Instructional Dean. Your textbooks must be ordered several months before the start of your class.

All instructors should be provided with a copy of the course textbook. A copy of the text can be obtained from the publisher by asking for a "desk" copy. Do not request a "desk" copy through the Bookstore.



5. FACILITIES

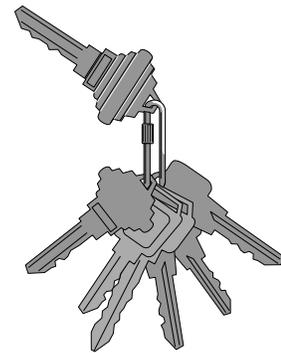
You will be using a classroom that other instructors must use at other times of the day. **Please be certain that you leave the room as you found it, erasing boards and returning furniture if you have moved it.** Turn out the lights and lock the door as you leave.

6. SMOKE-FREE CAMPUS

We have worked hard to establish and maintain our distinction as a smoke-free campus. Each member of the campus community plays a vital role in informing our students, colleagues, and guests of our smoke-free policy as well as ensures its compliance by all. At the beginning of each semester, please take time during the introduction of the course to inform your students of our smoke-free policy. You may also want to include a short statement outlining the smoke-free provisions in your syllabus. If, during the course of the semester, you should witness an infraction to the policy, please remind the individual that we are a smoke-free campus, which includes all buildings, public areas, and parking lots as well as the areas behind the 600, 700, and 800 buildings. Smoking is permitted at the entry to the campus, on the corner of Ogden and E. Gibson Roads.

7. KEYS

You will be provided keys by designated personnel. Let your Instructional Dean know if problems arise. **You should be aware that there is a lost key charge of \$25.** To request a key, please fill out a request form found in the mail room and submit the completed form to Myron Hord, Director of Maintenance and Operations, in



8. MAILBOXES

Mailboxes are provided for instructors teaching on-site at the Woodland campus: Outreach instructors at the Colusa County Outreach Facility will receive information through regular mail channels, OR they may make arrangements to have a mailbox at the campus. Mailboxes will be temporarily relocated to Building 700 during the renovations planned for Building 100 in 2010-11 academic year.

9. PARKING

YCCD Police Department – <http://www.yccd.edu/police/index.html> for additional information.

Any individual or group using district parking facilities on the Woodland Community College campus must be legally parked and properly displaying a valid parking decal/permit, or have received prior approval by the Yuba Community College Police Department. All current decals must be clearly displayed on the dashboard, rearview mirror, or affixed to the right or left rear bumper (decal) and on the left front fork of motorcycles (decal). **Parking is enforced seven days a week, 24 hours a day.**

Adjunct faculty teaching on the Woodland Community College campus in the Spring or Fall semester or Summer session have the following options:

| | | |
|------------------------------|--|--|
| Daily Parking Pass | \$ 1.00 (per pass) | Non-reserved parking in the General Student Lot |
| Adjunct Faculty | \$40.00 (per semester) \$20.00 (summer session) | Assigned “reserved” parking space |
| 50 % or less Adjunct Faculty | \$20.00 (per semester) | Assigned “reserved” parking space Non-reserved parking in the General Student Lot |

(On campus 20 hours or less per week, no fee reduction for summer session)

Daily parking passes may be purchased from the designated parking pass machines located in the both the east and west parking lots. Forms to request all other parking decals are available from the Registration Office located in Building 700.

10. EMAIL AND WEBADVISOR ACCESS

If you do not currently have access to the college email, please complete the Email Account Request Form located at <http://www.yccd.edu/it/forms>. Your request will be forwarded to the appropriate staff to setup access. Web Advisor accounts are automatically created once Human Resources completes the processing of your paperwork.

TO ACCESS YCCD’S WEB MAIL INTERFACE

1. From you browser, visit YCCD’s home page at <http://www.yccd.edu>
2. Click on Your College (Yuba, Woodland, Clear Lake Campus)
3. Click on **Faculty/Staff**
4. Click on the “**Email**” button
5. Enter your **login name**:

In most cases it will be your first initial concatenated with up to the first seven digits of your last name (all lower case).

In cases where there are duplicate names, numbers will be attached. For example:

| Name | Login |
|------------------|--------------|
| John Lee Smith | jsmith |
| John Tyron Smith | jsmith2 |

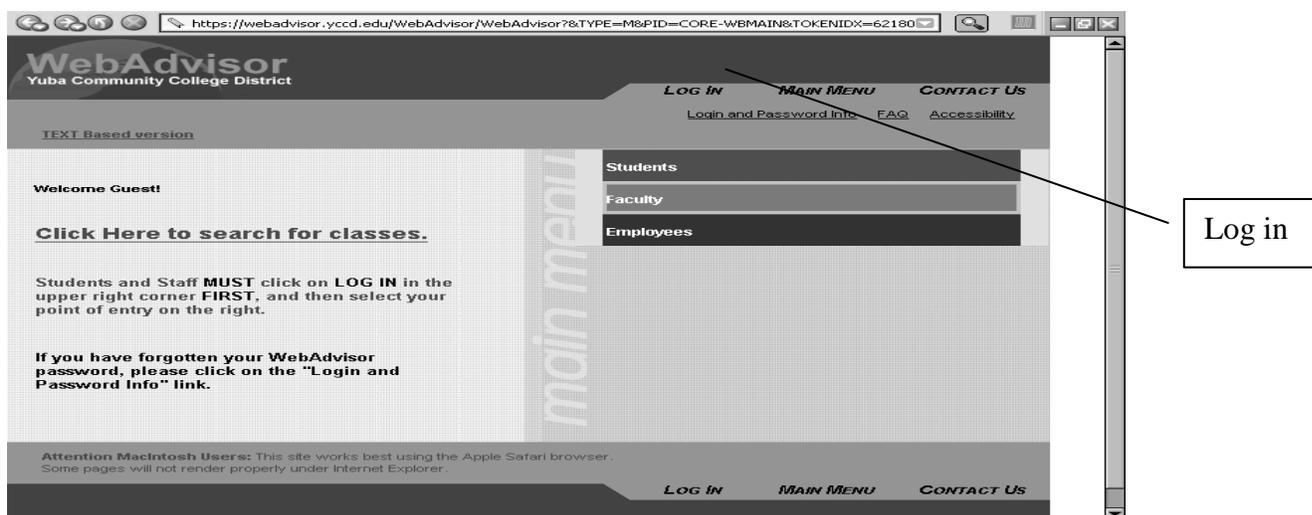
6. Enter your **password**:
Your password is the first 4 letters of your last name (all lower case) and the last 4 digits of your SSN (eg., smit1234)
7. Click **Enter**
8. Click on **Mailboxes**

Refer to the Email Setup Instructions located at <http://www.yccd.edu/it/forms>. If you have problems with your email account, please contact (530) 741-6981 and leave a message. Your call will be returned as soon as possible.

Please be sure to check your district e-mail regularly. This is the main means of communicating by the campus administration to all campus members. Failing to check your district e-mail could mean that you miss an important deadline or an important campus-wide announcement.

WebAdvisor is the web interface that allows you to access registration information, student records and administrative information within the Yuba Community College District.

WebAdvisor Login Instructions



From your browser visit YCCD's home page at <http://www.yccd.edu/main.html>

From the District page or any YCCD campus home page you will find a "WebAdvisor" button.

To access your data you must first login:

1. Click on the Log In button
2. Your Login ID is the first initial of your last name (capitalize) + your 7 digit Colleague ID number.
3. Your initial password is your birth date in the format MMDDYY (i.e. Jan 10, 1963 is 011063)
4. If you have already used WebAdvisor you may have already changed your password. If you have forgotten your password you can use the "hint" or call Registration to get your password reset.
5. Click on the Submit button

It is recommended you change your password after your initial login.

If you forget to logout of the system, WebAdvisor will log you out after 30 minutes of no activity.

11. YCCD eLEARNING

YCCD offers a wide variety of distance learning courses delivered via instructional television, video streaming, two-way video conferencing and fully online. Faculty also has the option of enhancing their on-campus course with web-based software. YCCD eLearning now uses Blackboard CE 8 as the learning management system for fully online and web enhanced courses. All fully online courses must be developed using this web based software which integrates with our district student information and registration software. The course outline must indicate that the

Curriculum Committee has approved the course to be offered as a Distributive Education course before it can be offered fully online or via ITV. Web enhanced on-campus courses do not require prior committee approval. In addition, each college has a Distributive Education advisory committee to address local issues and college-wide goals. Faculty who want to enhance their on campus course with a YCCD eLearning Blackboard component, must complete the YCCD eLearning Blackboard Course Shell Request form located at www.yccd.edu/de before the announced deadline. A two-day Blackboard training intensive is offered in August, December or January, and June for flex credit. Advanced training is offered periodically. Training and support for all online, ITV or web enhanced courses throughout the district is provided by the Distributive Education/eLearning Department based at Yuba College. For additional information, contact the Dean of Distributive Education and Media Services at 530-740-4929 (mmills@yccd.edu) or your division dean, and visit the DE/eLearning website.

12. YOUR FLEX CONTRACT

Earning Flex Credit

Flex credit may be earned from July 1 through May 15, for each Academic Year. To submit activities for payment, complete the Flex Credit Documentation form, attach the required documentation as noted on the reverse of the form and submit it to Donna McGill-Cameron for approval. Please be sure to retain copies of all documents submitted for payment. You are encouraged to submit flex activities as you complete them, but they will be accepted through May 21.

Flex Guidelines

Details of the Flex Program and the types of activities that qualify to meet the flex obligation may be found in the *Flex Guidelines*, available online at www.yccd.edu/flex/guidelines.

Flex Workshops

Upcoming workshops are posted on the Flex webpage at www.yccd.edu/flex/workshops_woodland throughout the academic year and notices are distributed via email. Registration is required for most workshops. You may register online or send an email to flex@yccd.edu. If you are interested in offering a workshop, or if you are planning an on-campus event and would like to encourage faculty and staff participation, please submit the Flex Workshop Planner to Donna McGill-Cameron. The form is available on the Flex webpage under “Forms and Downloads”.

For more information, contact Donna McGill-Cameron at dmcgill@yccd.edu or call (530) 661-5751.

YOUR CLASSROOM

1. GETTING READY

A. Adjunct Instructor Responsibilities

Instructors have obligations which cannot be adequately expressed in any list of routine duties. Every classroom teacher answers primarily to the imperative needs of the students and, as such, should be sensitive to creative possibilities in instruction. In addition, responsibilities include:

1. **Preparing for each class taught, and meeting those classes for the scheduled length;**
2. **Maintaining immediate and direct supervision at all times while in charge of any class, lab, or field trip;**
3. **Evaluating the performance of your students;**
4. **Erasing the blackboard and leaving the classroom as it was, including securing the door when appropriate.**
5. **Checking into the appropriate on-site offices to pick up mail, notices, materials, forms; and**
6. **Completing accurately all census and grade sheets and other required reports and submitting by the stipulated deadline.**

B. Class Length

The full class period must be maintained as required by State Law. If a faculty person is not present for the class or part of a class, the contracted pay will be reduced accordingly, and future employment may be affected.

A lecture or lab HOUR is a 50-minute period. **BREAKS SHOULD BE TAKEN AS MANDATED BY THE EDUCATION CODE.** However, no breaks are scheduled for classes meeting less than two 50-minute hours.

No break is scheduled for any fraction of any hour. For example, classes meeting two hours and any fraction take a **10 minute** break. Classes meeting three hours and any fraction take a **20 minute** break.

ACCORDING TO THE EDUCATION CODE, IT IS NOT PERMISSIBLE TO OMIT THE BREAK AND START OR END EARLY.

Sample Schedules

| | | |
|-------------------|--------------------------------|--|
| 6:00-7:15 | 1.5 instructional hours | no break |
| 5:30-7:20 | 2 instructional hours | 10 minute break (110 minutes = two 50-minute hours + 10 minute break) |
| 7:00-9:05 | 2 instructional hours | 10 minute break + fraction |
| 6:00-8:50 | 3 instructional hours | 20 minute break |
| 7:40-10:30 | 3 instructional hours | 20 minute break |

C. To Cancel or Change Class Meetings

ONLY THE DEAN has the right to cancel a class. If you cannot meet a class, **ALWAYS** inform your Instructional Dean in advance. It is essential that the college is aware when a class has been canceled.

You must also complete a CHANGE OF CLASS MEETING FORM **notifying the Dean prior to changing the date, time, or place of a class, including taking a field trip.** This notification assures that you and your students are covered by insurance when you vary from your regular schedule. Students unable to attend a field trip or alternate class site due to unavailable transportation must be given an opportunity to complete an alternate assignment of equal value.

D. Office Hours

Adjunct faculty are not required to maintain regular office hours. However, you are encouraged to meet with your students before and/or after class as appropriate and necessary. Woodland Community College provides an Adjunct Faculty Office located in Room 846. The office contains networked computer workstations, a printer, and a place to meet with students. Office space is allocated on a first-come, first-served basis. In Room 846, each desk has a sign-up sheet on which the adjunct faculty member may reserve specific times and dates when the faculty member would like to reserve the office space. (Please refer to appendix B for more information on Adjunct Office Hours).

2. STARTING THE SEMESTER

You can use WebAdvisor to obtain up-to-date copies of your class roster at any time. Dates and forms will vary for short classes.

For Full Semester classes: Prior to the beginning of your class, you should receive a TEMPORARY ROLL. In full-semester classes, you should receive ONE additional temporary roll prior to your PERMANENT ROLL. Outreach instructors (where many students actually register in class) may need to check with their College/Center to obtain rosters.

A. Registration/Roll Sheets

You should use your temporary roll sheets to determine which students have been officially added to your class. Roll sheets are available by accessing your Web Advisor (refer to page 5). **Please take attendance from your temporary roll sheets during the first three weeks of the semester in full semester classes to determine if all students are registered.**

You may also use these roll sheets to record achievement marks or other information. If students' names do not appear, send the students to the appropriate office to check their registration.

FULL-SEMESTER CLASSES – Census Rosters: You **MUST** submit a Census Roster (during the second week of the semester) dropping no show and inactive students.

ON THE FOURTH WEEK OF CLASS for full semester classes (dates vary for short-term classes) you should receive your permanent rolls. Transfer all data from your temporaries at this time.

OUTREACH CLASSES: Instructors in off-campus classes who have to assist with registering students will receive a packet including the appropriate paperwork. Please return this paperwork to your Dean **THE DAY AFTER THE FIRST CLASS MEETING**. The college will provide as much assistance as possible to simplify this registration procedure, but we appreciate your cooperation in getting the students correctly registered. (For additional information regarding record-keeping see Appendix A.)

IN DAILY OR WEEKLY CENSUS CLASSES, the college cannot collect state funding for students not registered in the class by the census date. Instructors should carefully consider the length of time the student has missed before signing an add card/registration form.

3. FIRST CLASS ACTIVITIES

The first time you meet the students is the most important. It will set the atmosphere for the rest of the semester, so use it well. Meet for the entire scheduled time, and have the students learn something that first class session. **DO NOT LET IT BE A THROW-AWAY SESSION.**

There are a variety of activities that are appropriate and involve the student immediately in the subject. A sample plan is listed on the following page. If you are not a beginning instructor, you may not want to tie yourself down to anything as specific as "time," but an estimate is often helpful.

4. TEACHING

Most of you no doubt recall being told in some Speech 1A class, that in any speech you *"tell them what you're going to tell them; then tell them; then tell them what you told them."* To increase learning retention, each class session should operate in basically the same way.



A. Typical Sequence for an Individual Class Meeting

1. INTRODUCTION of topic. Relate to prior learning, previous classes
2. Why the topic to be discussed is important, and how it fits into learner/course objectives
3. ELABORATION on the topic or theme, including
 - a. Examples or demonstration
 - b. Application, conclusions, or results
4. SUMMARY of main points, including rephrasing, conclusions
5. Questions and answers
6. A look ahead to the next class

B. Methods of Instruction

A number of strategies are available to communicate content. Choosing a variety of strategies is important, especially for classes that last more than the traditional 50 minute period. For classes lasting over two hours, it is especially important to move from lecture to activities during the last hour.

1. **Lecture:** the most widely used but not necessarily the most effective teaching technique. When using this strategy, be sure to assist your students by a) organizing your material so that students can follow easily with their note-taking; b) using the whiteboard and other aids to reinforce your comments; c) using examples to keep the lecture interesting. How long do YOU like to sit still and listen to somebody talk at you?

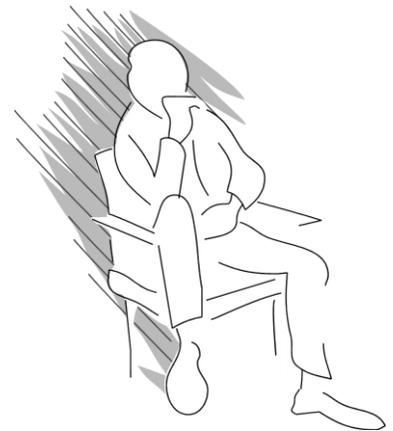
2. **Discussion:** students tend to learn and retain more if they are involved in the learning process. For productive discussions, the students must feel comfortable to express themselves. You, on the other hand, will need to keep the desired atmosphere while maintaining the learning situation and keeping the topic on-task.

It is often helpful to give the class several thoughtful questions, break them into groups of 4-5, and ask each group to develop responses to share with the class as a whole.

3. **Reports and Presentations:** student reports are an excellent way of allowing each student to put the material into practice and to encourage the development of critical thinking skills. Student reports should never, however, take the place of instructor-led discussion and/or become the primary class learning technique.

4. **Other:** role-playing, computer-assisted instruction, games, self-instructional units, etc., are all valuable methods of instruction when used thoughtfully.

5. **Instructional aids:** Films, slides, video, handouts, the overhead projector, etc. These are all useful and important ways to reinforce learning by giving the student a variety of learning modes. They should be used as supplemental instruction with careful introduction and development by the instructor.



C. Motivating the Adult Learner

Proponents of adult learning theory advocate five assumptions underlying andragogy, which is defined as “the art and science of helping adults to learn” (Knowles, 1980, p.43). Andragogy is distinguished from pre-adult learning and assumes the adult learner is someone who:

1. Has an independent self-concept and who can direct his or her own learning,
2. Has accumulated a reservoir of life experiences that is a rich resource for learning,
3. Has learning needs closely related to changing social roles
4. Is problem centered and interested in immediate application of knowledge, and
5. Is motivated to learn by internal rather than external factors

Mindful of what today’s educators have to tell us about motivating adult learners, a key concept is found in the study of self-directed learning. This form of learning recognizes a need for adults to have at least some basic level of experience with the content matter. As an example, an individual with no experience with a personal computer would need to structure beginning instruction with pedagogical methods until the adult has acquired enough information to be able to direct his or her own learning.

Another motivating factor for adult learners incorporates a problem-centered approach. Many individuals will seek new learning as it is relative to changes or problems they are facing. Marriage, divorce, new job, promotion, disability, being fired, retirement or the death of a loved one are examples of instances where adults seek out or demand new learning experiences.

Research also tells educators that adult learners will be more motivated if the change or learning is primarily work related. Job skills training for example is more appealing if adults see it as relevant to the rest of their lives. Adult learners can also be motivated by the promise of increasing or maintaining self-esteem or pleasure as well as the appeal of personal growth and gain.

Finally, a newer concept of adult learning sometimes referred to as “feminist pedagogy” suggest that adults are strongly motivated to learn when given opportunities for emancipation from domination. Examples of adult learners here may be found in workers seeking liberation from management dominance in the workplace or transformative learning for traditionally disenfranchised groups such as with ethnicity, disability, gender, religion or sexual orientation.

Given the assumptions underlying adult learning, the most dramatic components to be included in the design of curriculum include the following:

1. The learning experience should be problem-centered.
2. Preprogram assessment is important.
3. The learning design should promote information integration.
4. Exercises and cases should have fidelity.
5. Feedback and recognition should be planned.

6. Curriculum design should where possible, account for learning style differences.
7. Design should accommodate adult's continued growth and changing values.
8. Design in transfer strategies.
9. Design entails a safe and comfortable environment.
10. Is cognizant that facilitation in learning is more effective than lecture.
11. Actively promotes understanding and retention of newly learned material.
12. Opportunities for cooperative learning are included.

Under the right circumstances adults are motivated to learn and will naturally seek new learning opportunities. They are self-directed in their learning endeavors and most receptive when "windows of opportunity" open as adults believe they need to learn something new or different. Tough's research indicates self-directed learners prefer an eclectic approach to learning presentation media and method. They also respond well when given a hand in shaping the curriculum of a program. College of Education. (October, 2005). *Things We Know About Designing Instruction for Adults*. Unpublished paper. Corvallis,

OR: Oregon State University

Merriam, S. B. (Ed.) (2001). The new update on adult learning theory. *New Directions for Adult and Continuing Education*, no.

89, San Francisco: Jossey-Bass.

D. Guest Speakers

Guest speakers can provide information and insights, as well as a change of pace from your regular format. However, on any occasion when you invite a guest speaker to your classroom, complete a "GUEST SPEAKER FORM" in advance and file it with your Dean. Also, keep in mind that guest speakers cannot be paid and that all sides of an issue must be offered. The instructor must remain in the classroom while the guest speaker is present.

E. Field Trips

Field trips are allowed only with prior approval of your administrative dean. Students on field trips must remain at all times under the direct and immediate supervision of the faculty member in charge. The activity must be optional and students unable to attend should be given an alternate assignment to receive credit equal to the value of the field trip. The college generally will not be able to provide transportation, contact your instructional dean for additional information.

F. Methods of Evaluation

Current Title 5 guidelines now require that in transfer level classes, "student performance is evaluated in part by written assignments or problem solving or skill demonstration if appropriate." To that end, we ask that all instructors review their evaluation procedures to assure that these requirements are met.

1. **Objective Exams:** These are the traditional multiple choice, true/false, fill in the blank type of questions. Often favored because they are fairly easy to correct, good ones are much harder to write than most people are aware of. At their worst, they encourage simple memorization and regurgitation of responses. At their best, they encourage students to analyze options and exercise critical thinking

skills. Be careful, however, about using "canned" exams that accompany textbooks without a careful and thorough evaluation.

2. **Essay Tests:** Someone once said they preferred essay tests because "objective exams test what I don't know; essay exams ask me to tell what I do know." Nevertheless, most students dread taking essay tests, and teachers often dread correcting them.

Good essay exams are developed so that they can be evaluated as "objectively" as possible, with a range of correct responses developed in advance. Some essay tests are also "take-home" tests. When this approach is used, you should be certain that the task is a very challenging one, requiring research, critical thinking, and evaluation skills.

3. **Projects, reports, papers, etc.**, should also be considered as part of the evaluation process.

4. **"Team-testing,"** is another approach, as described by Julia Briggs of St. Philip's College in Texas (Innovation Abstracts, March 2, 1990), and you may want to experiment with this. Students are asked to form into study groups at the beginning of the term; they are given various test questions as a team in advance. On the day of the test, they are given their question(s) and develop only one response, but all involved sign the response and are given the same score. Ms. Briggs indicates that this process has had beneficial results on all studying for the class. (Students can opt to write the test as a solo.)

FINAL EXAMS: A Final Examination, as scheduled on the Final Exam schedule (for full semester classes), is **required** in all courses, unless the Vice President of Academic and Student Services authorizes otherwise. Students may not be excused from final examination or permitted to arrange for early finals without obtaining permission through the Office of the Dean of Instruction and Learning Resources.

5. ACCOUNTING FOR YOUR STUDENTS

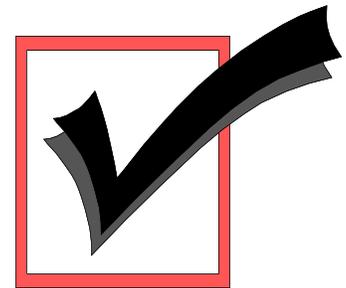
A. Attendance Policy/Class Rosters

It is your responsibility to provide clear information to your students about your attendance policies at the very beginning of your class. Please do not indicate that a student will "automatically" be dropped for non-attendance unless you plan to officially drop them. **THIS INFORMATION SHOULD BE IN WRITING.**

In a full semester class, students who drop within the first two weeks of a semester class will not have their names on your permanent rosters. For students who drop during the third week, instructors should record a "DR" and the appropriate date on the permanent roster. For student who drop after the fourth week (but before the 13th week) should receive a "W" and the appropriate date should be recorded on the permanent rosters.

It is the **responsibility** of the instructor to drop students who are in a "no show" status prior to the census date each term per Title V California Code of Regulations.

Instructors are required by Title 5 to award a grade other than a "W" to students withdrawing after the "W" deadline. (*Exceptions are made for students with extenuating*



circumstances...as verified cases of illness, accident, or other circumstances that in the opinion of a delegated college official are beyond the control of the student. The petition needs to be recommended by a Counselor to be put forward to the Dean of Student Services for approval.)

Census Rosters via the Web

Yuba Community College District is paid by the state for students who are in attendance as of the census date. If your class is a semester-length class, it is likely a “Census-class” which the state counts each body that is in the class for apportionment. State regulations mandate that you must **CLEAR YOUR ROLLS OF ALL “NO SHOWS” PRIOR TO THE CENSUS DATE. Any student who is not enrolled by census is not considered a student and will not be counted in the total apportionment for the course.** Make sure that all students are appropriately placed and that all those who should not be in your class are taken out of the count.

If you are teaching a **SHORT-TERM CLASS** (less than a full semester) you will be given a different Census date in which to clear all of your “NO SHOW” students. You will see the date at the top of the WebAdvisor roster.

Positive Attendance Courses

Some classes are considered “Positive Attendance” (PAC) and require you to keep an attendance record on a daily basis for each student. Make sure you review your rosters for key information. Attendance hours must be turned in with grades for each Positive Attendance class. **Hours are to be reported for all students, even those who have attended and dropped.**

Actual attendance hours must be kept on a daily basis and reported for the entire session for classes identified as "Positive Attendance" on your roll sheets. These include in-service education classes for Fire Science and Administration of Justice, and non-credit classes, and any other course as determined by the Office of Instruction as meeting the criteria. The college can collect state funding for each 1/2 hour of attendance, even for students who have dropped your class.

These hours may be entered through WebAdvisor under the Positive Attendance section, or you may submit your grade roster with the attendance hours listed for each student (including drops).

Adding/Dropping Students

After you login to WebAdvisor and retrieve your roster and have conducted roll in your course, if there are students who are not on the roster but need to be added within the first two weeks of the term, please sign an ADD card and instruct them to be added into the course at the Admissions and Records office immediately. They will only be able to be added into the course up until the CENSUS DATE as we are only paid from the state for those students who are added by that date. Any student who is added after that date we are not paid for.

Please keep in mind that students who “sit in” on your class the whole term who are not on your permanent roster and are not in an “Audit status” are not considered students in the course. As mentioned above, if a student who is on your roster has not appeared at all in your course they should receive a “NO SHOW” by CENSUS DATE. All others must receive a “W” grade up until the 13th week and then the appropriate grade according to Title V California Code of Regulations.

B. Final Grades

Final grades are due three (3) working days after completion of the class. All grades can be submitted via WebAdvisor. If you cannot submit grades through WebAdvisor for any reason, you may turn them in to the Admissions and Records office at the Woodland Community College campus. However, we strongly recommend that you submit your grades online as they are easier to verify and make available to the students in a timely manner.

Incompletes and Change of Grades

An incomplete may ONLY be awarded for *unforeseeable, emergency and justifiable circumstances* at the end of the term. If a student contacts you with this type of a situation, you must fill out an Incomplete Grade Contract either online through WebAdvisor or at the Admissions and Records office specifying what the student must do to remove the Incomplete. Incompletes must be made up within one (1) semester of the grade will revert to that which was indicated on the contract. You should not award an incomplete unless you have discussed the situation with the student.

Grade Changes are done when there is a verifiable discrepancy in a student's calculation of a grade (instructor error) or when the Incomplete is made up. The Grade Change form is available through WebAdvisor or from the Admissions and Records office.

Posting Grades

It is a violation of the Family Education Rights and Privacy Act (Buckley Amendment) to publicly display students' grades with identifying information about the student. Posting of lists using complete social security numbers, Colleague ID numbers, or initials is also prohibited.

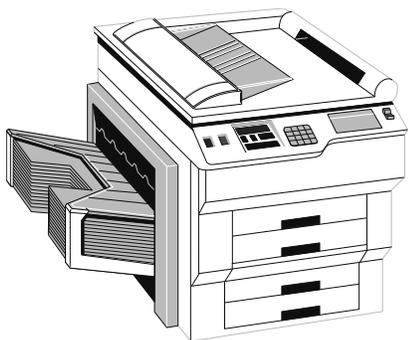
After entering your grades through WebAdvisor, you may keep your grade roster as source documents. Positive Attendance hours must be submitted when grades are submitted. Your attention to detail and promptness is necessary, especially for transfer students whose transfer status is jeopardized if transcripts are late. GRADES ARE DUE WITHIN THREE(3) working DAYS OF COURSE COMPLETION.

INSTRUCTIONAL SUPPORT SERVICES

1. COMPLIANCE WITH FAIR USE COPYRIGHT LAWS

YCCD adheres to the provisions of federal copyright law regarding the use of copyrighted works to support instruction including books, articles, films, videos, photographs, music recordings and scores, plays, visual art, architectural drawings, electronic and digitally transmitted. See page 9 for detailed Copyright policy covering Title 17 of the United States Code, Sections 107 and 108 of the revised Copyright Act of 1976, the Digital Millennium Copyright Act of 1998, and the Technology, Education and Copyright Harmonization Act (TEACH) of 2003.

2. DUPLICATING



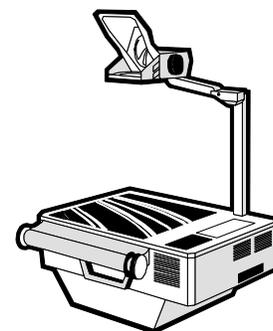
Caution is urged in the reproduction of printed material for adherence to copyright guidelines and overuse of departmental photocopier machines. If you are duplicating more than 20 copies of an item, PLEASE route a request through the Duplicating Center/Print Shop. Costs are considerably less than for Xeroxed copies. Allow one week for processing. The Copy Request Form can be completed online under “Print Shop” in the Faculty/Staff section of the WCC website. Convenience copiers are located in the 300, 600, and 800 Buildings for the “last minute” need to copy. All faculty are limited to 500 copies each month on the campus

convenience copiers. Should you exceed the 500 copy limit within a month, you will need to contact the Dean of Instruction and Learning Resources for resolution.

DO NOT VIOLATE COPYRIGHT GUIDELINES!! Caution is urged in the reproduction of printed materials so that copyright is not violated. A presentation summarizing fair use guidelines and the TEACH Act is located at www.yccd.edu/de. For questions regarding fair use guidelines pertaining to media used as part of an ITV, online or web-enhanced course, contact the Dean of Distributive Education and Media Services at Yuba College, 530-740-4929 or your campus ITV support staff. Consult your campus librarian for all other issues.

3. LIBRARY, AUDIO VISUAL AND MEDIA SERVICES

All videos and DVD's purchased must be captioned in accordance with Section 508 of the Rehabilitation Act of 1973 as amended (29 U.S.C. 794d). Library and media services vary at different locations. Check with your Instructional Dean regarding what is available at your location. If you need additional equipment, plan ahead and notify the appropriate staff person one week in advance.



Key contacts:

Librarian – (530) 668-3688

Media Check-Out – (530) 661-5740

Open Media Lab – (530) 661-5729

Media Production/ITV – (530) 661-5723

Audio Visual Equipment Check-Out and Repair – (530) 661-5723

STUDENT ADMINISTRATION AND SERVICES

1. REGISTRATION

It is imperative that students either register via WebAdvisor or at the Admissions and Records office in person to attend any course. Registration is in accordance to the CENSUS DATES designated by the college for state funding. Registration is conducted at some off-site locations at the first class meetings and in some cases at outreach facilities.



Admission to Courses. All courses, regardless of where offered, are "open" to members of the public who are otherwise eligible for admission to the college.

Most courses numbered 1-99 require college-level language and/or mathematics skills for successful participation. These requirements are indicated by an "L" (Language Requirement) or "M" (Math requirement) following the catalog descriptor. Such designations mean that students should be concurrently enrolled in or have completed courses providing the necessary math and language skills. **This designation is advisory.**

Auditing Courses. Students may audit courses **when all opportunities for course repetition have been exhausted.** Students may register to audit only at the conclusion of the late registration period, and instructors have the right to refuse auditors. Students pay \$15 per unit to audit (a 3-unit course would cost \$45 plus the student services fee). No transfer from an "audit" to "credit" status or the reverse is permitted, and no transcript notation of record is maintained for audited courses. The enrollment fee waiver does not apply to cover the audit fee.

Fees. There is no in-state tuition fee for California residents. An enrollment fee is charged for all students based on the number of units enrolled. **Students who are California residents with family incomes below a certain level may be exempt from paying the enrollment fee, and should talk to a Financial Aid Representative about fee waivers.** Students are required to submit documentation to the Financial Aid Office before a fee waiver may be approved. In addition to fees, students are expected to purchase textbooks and share the costs of materials used in laboratory classes. A student services fee of \$6.00 is required for all students, and parking privileges are also charged at the beginning of each term.

2. MATRICULATION/ASSESSMENT

All new and transfer students are required to "matriculate," or be eligible for an exemption. All other students are encouraged to use these services.

Fully matriculated students will receive a) an orientation to College programs and services; b) pre-enrollment counseling and advising; and c) follow-up on their progress. These are valuable services and ones your students should be aware of.

3. COUNSELING SERVICES

Educational and vocational counseling is available to students without charge. As indicated above, most students should meet with a counselor. On-site counselors are provided at all campuses and centers. In general, appointments with counselors must be made in advance.

4. STUDENT HEALTH SERVICES

A health service provider is on duty at the Woodland Community College campus during specific days during the week, and health counseling, screening and referral, and emergency care are provided. The college, however, does not routinely provide treatment or medication for illness or injury, nor pay medical costs resulting from on-campus injury. All students, however, are covered by a secondary accident insurance policy which provides up to a maximum of \$20,000 liability for any on-campus or college-related activity off campus. The Student Health Center is located in Room 770.

5. FINANCIAL AID

Financial Aid has assisted thousands of students to complete their education. Through grants and loans, financial aid is an attempt to help fill the gap between the costs of an education and the money available to a student through family, employment, savings, etc. Applications become available after January 1 of each year and are processed on a first-come basis. You may want to be sure that all your students are aware of this service. Financial Aid advising is available in Room 702.



6. OTHER SERVICES

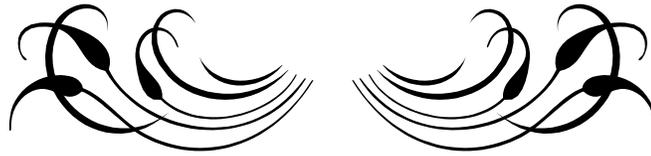
Disabled Student Services Center. This center is located at the Woodland Community College campus, and it is designed to equalize vocational and educational opportunities for students with physical limitations and learning disabilities. Most of the campus facilities are officially barrier-free. Further information can be obtained from the Disabled Student Center located in Room 769, (530) 661-5797.

EOPS/CARE Programs. These programs provide special support to low income students who lack basic academic skills and/or motivation. Services include counseling and ongoing staff contact. The CARE program provides additional help to single parents. These services are available to eligible students in Room 735, (530) 661-5728.

Veterans' Services. A Veterans' Affairs Officer assists all veterans attending Woodland Community College or Woodland Community College and maintains up-to-date information about changing programs and opportunities. In order to receive benefits, veterans must contact the Veterans' Office located in Room 763, (530) 661-5704.

CalWORKS. The CalWORKS program offers services for eligible students in the following areas: Counseling, Job Placement, and Child Care. The office is located in Room 711, (530) 668-3681.

Work Experience. The Cooperative Work Experience program allows students to earn units while learning on the job. Information regarding this class is available by contacting campus staff in Room 205, (530) 668-3682.



MISCELLANEOUS

1. STUDENT'S NOTIFICATION OF EMERGENCY LEAVE OF ABSENCE

In cases where a student may be absent for four or more days, a *Notification of Emergency Absence* can be requested from the College (in cases of accident, sickness, bereavement, etc.). The Counseling Office will send the notice to instructors. Further, it is the responsibility of the student to contact instructors upon returning to make up missed course work. Requests for *Notification of Emergency Absence* should be directed to the campus Counseling Office.

2. STUDENT INJURY

If a student is injured in your class, complete the DISTRICT ACCIDENT REPORT FORM and provide it to your Dean, who will file it with the Student Health Services office. This report is necessary for your protection and benefit as well as for the student's.

3. PROBLEMS?

The full guidelines for conduct are listed in the booklet entitled, "Student Code of Conduct." Excerpted below are sections from Section 6, Removal by a College Instructor and Section 7, Grounds for Discipline. Also included below is a section from a policy statement, Student Complaints Involving Faculty or Other Staff Members. The complete booklet is available from the Vice President of Students.

A. Right to Remove from Class: Attendance

Instructors are required to notify students in writing of attendance regulations. It is the instructor's responsibility to determine when student attendance is becoming unsatisfactory, and, if possible, to notify the student prior to taking action. **INSTRUCTORS MAY DROP STUDENTS FROM CLASS FOR POOR ATTENDANCE ONLY WHEN THE STUDENT HAS VIOLATED REGULATIONS WHICH THE INSTRUCTOR HAS CLEARLY PUBLISHED TO THE CLASS.**

B. Right to Remove from Class: Discipline

Instructors may, for good cause, suspend students for the date of the removal or the day of the removal and the next class meeting.

1. Before ordering the removal of a student, the instructor must first make reasonable efforts to give the student a verbal or written notice of the reasons for the suspension. The instructor must also make reasonable effort to give the student an opportunity to present a rebuttal to the accusation or otherwise offer relevant comment.
2. Immediately following the removal, the instructor shall notify the appropriate authorities (Instructional Dean) and request the student to make contact with this person. (If the student is a minor, the College President or president's designee shall ask the parent or guardian to attend a conference regarding the removal as soon as possible. The purpose of the conference is to permit the parent to discuss the basis for the student's return to class.)
3. When the administrator determines that disciplinary action in addition to temporary removal from class is appropriate, the matter will proceed through appropriate actions. **A STUDENT MAY NOT BE PERMANENTLY REMOVED FROM CLASS FOR CAUSE WITHOUT THE OPPORTUNITY FOR A HEARING.**
4. **Basis for Discipline** -- Students are subject to college discipline for acts which occur on college owned or controlled property, or at a college sponsored event, or while going to or from a college sponsored event when the transport is furnished by the college or is subject to college approval.
5. **Grounds for Discipline** --Students are subject to discipline for any of the following acts (subject to the limitations of Section 4., above).
 - a. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
 - b. Assault, battery, or any threat of force or violence upon a student, college personnel, or visitors. This includes mutual affrays.
 - c. Tampering with, damaging, or removing fire extinguishers, or any part of the fire alarm system (including smoke detectors and exit signs) or violating fire protection regulations.
 - d. Sexual harassment – defined as forcing unwanted sexual attention on another.
 - e. Sexual battery – defined as including, but not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object.
 - f. Sexual assault – defined as a threat coupled with the apparent capability to commit sexual battery.
 - g. Willful misconduct which results in injury or death to college personnel, a student or a visitor which results in cutting, defacing, or other injury to any real or personal property owned by the college, college personnel, students or visitors.
 - h. Theft of property of the college, college personnel, students or visitors.

- i. The use or possession of a firearm or other deadly weapon or of explosives or hazardous chemicals without prior written approval of the College President or his or her designee.
- j. The use, sale, distribution or possession on campus of, or presence on campus under the influence of, any controlled substance, or any poison classified as such by Schedule D in section 4160 of the Business and Professions Code, or any drug paraphernalia as defined in Health and Safety Code section 11014.5.
- k. Use, possession, or distribution of alcoholic beverages.
- l. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the governing board. **WCC is a non-smoking campus.**
- m. Dishonesty, including but not limited to knowingly furnishing false information to college authority.
- n. Forgery, alteration, or misuse of college documents, records, or identification.
- o. Willful obstruction or disruption of instruction, research, administration, disciplinary procedures or any and all other college activities.
- p. Cheating or plagiarism. Plagiarism is defined as the knowing appropriation or imitation of language, ideas and thoughts of another and representation of them as one's original work.
- q. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- r. Conviction of a felony or a misdemeanor involving moral turpitude, whether or not a "no contest" plea is entered.

C. Student Complaints Involving Faculty or Other Staff Members -- A student having a complaint about a staff member has the right to pursue a complaint procedure. Be sure you understand this procedure.

A student having a complaint about a staff member which pertains to the staff member's performance in class, or other assigned staff duty, should

- a. attempt to resolve the problem with the staff member. In the event that this does not resolve the problem the next step would be for the student to
- b. speak to the Instructional Dean under whom the faculty member serves. In the event the problem is not resolved, the student may then
- c. consult with his/her Counselor relative to the most effective manner in which to proceed to have his/her complaint considered. The student who is still not satisfied may
- d. file informal charges with the Dean, who will route the complaint to the appropriate college official, or
- e. file formal charges with the President of the College.

- 1) If informal charges are filed with the Dean, the college officer will work informally with other cognizant college officers and the staff member concerned to reach an equitable solution.
- 2) If this solution does not satisfy the student, and he/she does not wish to drop the complaint, he/she may file a formal complaint in the office of the President.

In the case of Alleged Sexual Harassment, students should follow the procedures outlined in the applicable section of the District's faculty and staff Diversity Plan.

STUDENTS ARE ENCOURAGED TO TAKE ADVANTAGE OF THE INFORMAL AVENUES OF REDRESS PRIOR TO INITIATING FORMAL ACTION.

A. INSTRUCTION

1. MAINTENANCE OF ROLLS AND ATTENDANCE RECORDING

CLAIMING "FTES" FOR CREDIT CLASSES - GENERAL STATEMENT:

Woodland Community College is entitled to report "FTES, " (Full Time Equivalent Students) on a "Contact Hour of Enrollment as of the Census Date" basis, of any registered student who is enrolled in a class and scheduled to be under the immediate supervision of a certificated instructor during any scheduled and required activity. "Immediate Supervision" includes authorized use of an Instructional Assistant or instructor under contract approved by the Chancellor's Office. The key to legal counting of "contact hours" for a student as enrolled and scheduled for attendance is fourfold.

The class activity is a required, scheduled, weekly occurring activity for all students in the class. In any credit class, it is assumed that the student must complete requirements of the class to earn units of credit and a grade. In a non-credit class, attendance is required. Attendance claimed for a student in a physical education intercollegiate athletics class is limited to 10 hours of instructional time per week and may not include "game time." Travel time, as is spent on field trips or athletic trips, may not be counted as attendance.

The required, scheduled, class activity must meet for a weekly minimum class-hour of at least fifty minutes.

Class rosters of students who are "NO SHOWS" must be cleared prior to the Census Date so that only "Active" students are counted. Students who are considered "active" are those students who have completed admission requirements and are officially enrolled in the course. IMPORTANT: It is the student's responsibility to drop a course, however, if the student has not shown to the course and is not considered "Active" by the Census Date you must drop them on the Census Roster via WebAdvisor.

"ACTIVE" STUDENT:

It is the responsibility of the individual instructor to determine whether a student is "Active" and making "Satisfactory Progress" in each class. As a guide, a student may be considered active when, in the opinion of the instructor, that student is still enrolled in the college and has the possibility of earning a passing grade in the class.

If the class is a "Short Term Class" (not scheduled to meet for the regular semester or session dates), the instructor must record and report POSITIVE ATTENDANCE for each student, including those who withdraw or are dropped.

PROCEDURES:

(1) Students attending classes who are not listed on the roster need to file an ADD card at the Admissions and Records office immediately if it is prior to the CENSUS DATE. Admissions staff will verify that the student is properly registered and enrollment fees are paid. Students who are not added are not officially enrolled and WILL NOT receive credit until they are registered accordingly. Lastly, the college cannot collect state funding for any student who is not properly enrolled by the CENSUS DATE in Daily and Weekly classes.

(2) If there are names of inactive students on the course roster with no “DR” or “W” on the final roster after the end of the 13th week of class, the student must be awarded a grade other than a “W” grade. This will generally be a failing grade for the student in question.

INSTRUCTOR DROPS:

Instructors wishing to drop students from courses should drop them by using WebAdvisor’s Drop functionality. Faculty may also complete the Drop Form and submit to the Admissions and Records office. (As an information item, by governing board policy adopted 10/6/76, “for the purpose of education code section 11475.5, extenuating circumstances under which the drop date may be extended are verified cases of accidents, illness, and other circumstances, which, in the opinion of that delegated college official, are beyond the control of the student.”) In lieu of submitting individual drop forms, the instructor can submit a roster indicating the students to be dropped and submit that to the Admissions and Records office.

Or, instead of filling out individual drop forms, you may photocopy your roster, clearly indicate those students to be dropped, and submit that form to the Registration Office for processing.

CHANGE OF STUDY LIST

Students may add and drop classes through WebAdvisor, Telephone Registration or in person at the Admissions and Records office. After the end of the first week of the semester or second day of a short-term class, the student will have to obtain the initial of each instructor concerned in order to add classes.

STUDENT SCHEDULES:

Students can obtain their complete, up-to-date, computerized schedule through WebAdvisor or at the Admissions and Records office in accordance with college policy and FERPA guidelines.

2. GRADES

FINAL GRADES ARE ISSUED BY INSTRUCTORS:

The final grade rosters must be filed within three (3) working days of course completion or session end date. Instructors who fail to complete this obligation on time will seriously jeopardize students who need transcripts for transfer, scholarship, graduation, financial aid, etc...

MEANING OF GRADES

| | |
|------------------------------------|-------------------------|
| A- Excellent | 4 grade points per unit |
| B- Good | 3 grade points per unit |
| C- Satisfactory | 2 grade points per unit |
| D- Passing, less than satisfactory | 1 grade point per unit |
| F- Failing | 0 grade points per unit |
| I- Incomplete* | 0 grade points per unit |

*Used for unforeseeable circumstances that are beyond the students control. Legitimate deficiencies which must be made up by the end of the succeeding semester or the “I” grade will be replaced by the Instructor’s “in lieu of “I” grade”, generally a failing grade. Make-up grade is determined by the instructor who must file a “Change of Grade” card with the Admissions and Records office.

P- Pass

Equivalent to grade of C or better- used only in elected courses or as approved students option- no grade points; units not included when computing GPA.

NP- No Pass

No grade points per unit; units not computed in GPA, but does count toward placing student on Progress Probation.

W- Withdrawal

No grade points per unit, although units are counted for purpose of making student subject to Progress Probation. A “W” is not entered on the student’s permanent record unless withdrawal occurs after the end of the fourth week of classes. Withdrawals after the thirteenth week of classes or the end of 75% of term for short-term courses must result in a grade other than a “W” (usually a failing grade).

MW- Military Withdrawal

No grade points per unit. Not used to determine Progress Probation. Documentation is required. (Special documentation required from students in military).

IP- In Progress

Office use only

RD- Report Delayed

Office use only

UNITS:

The units column on the final grade roster may only be changed in a variable unit course

If you are teaching a variable unit class and the student is being awarded a number of units which differs from the number printed in the units column of the roster, cross out the printed number and enter the number of units the student actually earned on a copy of your WebAdvisor grade roster. In no case may the number of units be higher than the maximum specified in the course description in the college catalog. If the units to be awarded are higher than listed, the registration clerk will make correction only after determining fees have been paid for higher unit level. Instructor should send student to Registration Office to insure all fees have been paid prior to the end of the class/semester.

B. LEGAL REQUIREMENTS

1. ACADEMIC FREEDOM STATEMENT

Faculty members must be free to teach and the students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of faculty to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such.

The responsibility of protecting academic freedom rests with the governing board, administration, and faculty. Faculty members have a primary responsibility to develop the curriculum and select the instructional materials and methods of presentation appropriate to meet the goals of that curriculum. Faculty and administration may recommend policies for board consideration when there are criticisms of staff, methods, or materials. Faculty and administration must develop procedures to implement those Board-adopted policies related to academic freedom.

When faculty are performing their assigned responsibilities, they shall be free to express personal opinions and pursue scholarly, literary, and/or artistic endeavors.

Note: Any reproduction of the above statement **MUST BE IN ITS ENTIRETY**. No portion may be used out of context.

2. CHILD ABUSE REPORT

As a condition of employment pursuant to the California Penal Code Section 11166.5, you are required to report known or suspected instances of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. Forms are available in the offices of the Dean of Students, Division Deans, and Campus/Center Deans.

The California Penal Code Section 11172(b) provides penalties for failure to report as follows: Any person who fails to report an instance of child abuse which he/she knows to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than \$1,000 or by both.

The agreement to comply with section 11166.5 of the California Penal Code is signed at the time of employment.

3. COPYRIGHT REGULATIONS

All students, staff, and faculty employed by Woodland Community College are expected to comply with United States copyright law (see Title 17 of the United States Code). Copyright provides legal protection for creative works or, more generally, for any expression of an idea when fixed in a tangible medium. It intends to balance fair and reasonable access to information with protecting the rights of the copyright holder. Copyrighted material includes such items as books, articles, films, videos, photographs, music recordings and scores, plays, visual art, and architectural drawings. With the advent of the Internet, e-mail, Web information, graphics, databases, and software have been added to the copyright umbrella, thus extending copyright to digital works or those

transformed into a digital format. Actions such as copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information.

In order to use a copyrighted work, one must either have the permission of the copyright holder or qualify for exemption under the provisions of fair use. The copyright holder is usually the creator of a work but also may be the institution or person who hired the creator. YCCD abides by the provisions of fair use as spelled out in Sections 107 and 108 of the revised Copyright Act of 1976, the Digital Millennium Copyright Act (DMCA) of 1998, and the Technology, Education and Copyright Harmonization Act (TEACH) of 2002.

Woodland Community College does not sanction the illegal use of someone else's work in any form. Willful infringement of copyright law by a college employee may result in disciplinary action and personal liability in the event of a loss to the college resulting from litigation.

It is the intent of Woodland Community College that in addition to federal copyright law, the following rules also shall apply to the use and/or reproduction of copyrighted materials by staff:

- Copying books, articles, and other print material: The federal copyright law allows for exceptions to the copying of materials under the auspices of "fair use". Fair use is determined by the considering of four (4) factors enumerated in the law. Those four (4) factors are:

PURPOSE - Generally, commercial versus non-commercial use of the material. Public education is considered non-commercial enterprise, so use of materials for teaching and learning at a non-profit institution can make a fair use claim more likely;

NATURE - This factor has generally been held to mean elements such as published versus unpublished, fiction versus non-fiction, print versus non-print (e.g. tape, CD). Since facts are not copyrightable and non-fiction material is more factual than fiction, then non-fiction material is more likely to meet fair use standards. And since non-print material can be a complex mix of created elements as opposed to the more singular creation of the printed word, the print material would be more likely to be found as meeting fair use;

AMOUNT - The federal law gives no specific amount or even general amount of material that meets fair use standards. Generally, the smaller the amount to be considered for fair use relative to the total work it is extracted from the better chance it will be found as fair use. However, even a small amount of a large work can be the essence of that large work and thus may not be eligible for fair use. This is particularly applicable to illustrations and video material;

EFFECT - Effect generally means market effect. Thus, if the material can be purchased as opposed to copying, then fair use may not be justified.

It is the responsibility of the employee to weigh each of the four (4) factors and determine if fair use in that particular instance of copying would be justified.

- Computer software: only authorized persons may copy computer software. The Superintendent/President or designee may authorize the copying of computer software. The college will comply with federal copyright laws and any agreement entered into by and

between the college and a vendor. Under no circumstances may students be permitted to copy computer software.

- Other materials:
 1. Commercial audiotapes, CD's, or visual materials should not be duplicated without permission from the producers;
 2. Employees should not use college equipment or provide technical assistance to play home video programs purchased or rented from retail stores, video clubs, or other sources.
 3. Employees should not record public performances without proper approvals.
- Any doubt as to the legality or propriety of a contemplated use or reproduction of copyrighted material shall be referred to the area administrator.
- For the purposes of this procedure, a "work" is any material which is eligible for copyright protection, including but not limited to books, articles, dramatic or musical compositions, poetry, instructional materials, multimedia programs, fictional or non-fictional narratives, analyses, (e.g. scientific, logical, opinion or criticism), works of art or design, photographs or films, video or audio recordings, computer software, architectural and engineering drawings, and choreography which relates, at the time of its conception, to any aspect of a staff member's employment with the college. A work may be recorded in any enduring medium (e.g., print, electromagnetic, optical, photosensitive film, digital media), or may exist in any tangible form (e.g. a sculpture, painting, structure or building).

4. SEXUAL ASSAULT

Woodland Community College recognizes that sexual assaults are among the most psychologically devastating of violent crimes. They deprive victims of their basic human right to the safety and sanctity of their person.

The college will establish education designed to limit the incidence of such crimes and case management procedures that insure confidentiality and respect for victims. Where there is probable cause to believe that this crime has been committed, strong disciplinary measures will be imposed against those members of the campus community who participate directly or indirectly in a sexual assault that occurs on college property or at college-sponsored or supervised activities. These will include referral for prosecution under California criminal statutes, suspension and dismissal. Where probable cause exists, discipline relating to allegations of sexual assault shall be sought notwithstanding any decision by the criminal justice system to pursue criminal charges.

(These policy procedures are available upon request.)

C. EMPLOYEE ISSUES

NOTE: See the Human Resources section of the Yuba Community College District website for employee information, YCCD forms, and the YCAFT Collective Bargaining Agreement.
<http://www.yccd.edu/hr/forms.php>

INSTRUCTOR LEAVES

All absences from a class must be reported. Except in an emergency, such as accident or illness in immediate family or serious property damage, permission to be absent from a scheduled class must be secured in advance.

In case of emergency absence it is imperative that a phone call be made to the Dean of Instruction and Learning Resources, **(530) 661-5714**, so that notices to students may be placed on classroom doors.

Instructor absences from overtime (extra pay) or part-time assignments that have prior approval as being either college supported or assignment related shall not be subject to deductions of pay or leaves with pay. Notification and reporting (Report of Absence) of such absences shall be in accordance with established procedures.

LEAVES WITH PAY

(Leave Request/Report of Absence Form can be found at: <http://www.yccd.edu/hr/forms.php>)

From YC-AFT contract Article 7 -- LEAVES WITH PAY

7.1 Sick Leave

7.1.1 Unit members shall earn sick leave credit at the rate of one (1) hour for each eighteen (18) hours of paid service during the academic year. Sick leave credit will not be earned for any fraction of eighteen (18) hours. Sick leave earned may not be credited to sick leave accrued during other District employment, nor may sick leave earned during other District employment be utilized for absence during hourly employment.

7.1.2 Reporting and Verification -- Any member using sick leave benefits under provisions of this Article shall provide the employee's Immediate Supervisor with a signed REPORT of ABSENCE form upon return to duty.

7.1.3 Notification of Absence -- The employee shall notify the Immediate Supervisor and/or the Information Desk as soon as practically possible so that arrangements can be made for cancellation of class or obtaining a substitute. If the employee becomes ill or another emergency arises during the day, he/she shall notify the Immediate Supervisor and/or the Information Desk of the absence.

7.2 Personal Necessity Leave

7.2.1 Members of the bargaining unit may not use more than four (4) days of accumulated Sick Leave credit in a school year for Personal Necessity Leave.

7.2.2 A unit member shall submit notification for Personal Necessity to his/her supervising dean at least one (1) day prior to the beginning date of the leave, except where extenuating circumstances make this impossible.

7.2.3 Such leave may be used at the discretion of the Unit Member.

7.2.4 Upon return to work, the REPORT OF ABSENCE form shall be filed with the Unit Member's supervising dean.

7.3 Bereavement Leave

7.3.1 Members of the bargaining unit may be granted, without loss of salary or other benefits, leave of absence not to exceed three (3) consecutive calendar days within one (1) week, or five (5) working days within one (1) week if travel of more than 300 miles is required, per occurrence on account of death of any member of the member's immediate family.

7.3.2 "Member of the immediate family," as used in this section means the mother, father, grandmother, grandfather, or grandchild of the member or of the member's spouse, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, or any immediate relative living in the immediate household of the member.

7.3.3 An extension of bereavement leave may be requested under personal necessity leave.

7.3.4 Upon return to duty, the REPORT OF ABSENCE form shall be filed with the employee's Immediate Supervisor. The member shall provide verification satisfactory to the District.

7.4 Industrial Accident and Illness Leave

7.4.1 For an accident or illness which is job-incurred, and upon the written request of the employee, members of the unit shall be provided leave benefits as stipulated by law not to exceed sixty (60) days.

7.4.2 Periodic medical reports may be required during extended absence of an employee. Employees returning to work from industrial accident or illness leave shall be required to present a doctor's release verifying medical permission to return to work, including any restrictions.

7.4.3 Upon return to duty, the REPORT OF ABSENCE form shall be filed with the employee's Immediate Supervisor.

7.5 Jury Duty

7.5.1 When regularly called for jury duty in the manner provided by law, members of the bargaining unit shall be granted a leave of absence without loss of pay for the time the employee is required to perform jury duty during the employee's regularly assigned working hours.

7.5.2 Request for jury service leave should be made by presenting as soon as possible the official court summons to jury service to the member's immediate supervisor and to the District payroll office through regular administrative channels.

7.5.3 Reimbursement to the District of any monies earned as a juror, except mileage, shall be made by the member.

7.5.4 A member regularly called for jury duty shall not be encouraged in any way to seek exemption from such duty nor shall he/she be discriminated against in any way for not seeking such exemption.

7.5.5 The District may require verification of jury duty time prior to, or subsequent to, providing jury duty compensation.

7.5.6 Upon return to duty, the REPORT OF ABSENCE form shall be filed with the employee's Immediate Supervisor.

Course Syllabus & Description

Course Title & Number
Semester & Year
Woodland Community College

Instructor
Office
Phone
Email

Office Hours

Any students needing accommodations should inform the instructor.

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services (DSPS) at (530) 741-6795, as soon as possible to better ensure such accommodations are implemented in a timely fashion. Some of the support services offered are academic assessment, counseling, course studies, adaptive computer technology lab, note taking, and testing accommodations.

Woodland Community College Web Site: <http://www.yccd.edu>

Course Web Site

Important Dates to Remember

Weekly Topics & Assignments

| Date | Topics & Assignments |
|------------|--------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Final Exam | Include place, date, and time. |

Course Description (from College Catalogue)

Student Learning Outcomes

Text & Materials

All available for purchase at the College Book Store

Required

Optional/Recommended

Reading Lists

Grading

| Categories | Percentage |
|------------|------------|
| | |
| | |
| | |
| | |

How will students be notified?

Grades posted online at: <http://>

Rubrics used

Descriptions of:

Late Work Policy

Attendance Policy

Quizzes & Tests

Term Paper

Oral Presentation

Class Participation

Homework

Other

Library Information

College Success Center

Tutorial services are available in Room 809. Their phone number is 661-5733. There are computer-assisted instructional programs as well as small tutoring groups. Students may use the CSC for a quiet place to study. The Writing Center is also located inside the CSC and is available to assist students with their English papers.

YC-AFT COLLECTIVE BARGAINING AGREEMENT

ARTICLE 8

Office Hours

- 8.1 The District and YC-AFT acknowledge that unit members are not required to provide office hours to students to contribute to the overall academic success of the student.
- 8.2 The District will provide a pooled equipped office space at each official college, campus or center within the District for utilization for the office hour program.
- 8.3 Eligibility for unit members to participate in the program will be members teaching during the fall and spring semesters, or 9-week courses during the regular semester, limited to a maximum of one (1) per week for the duration of the semester excluding the week of finals. Unit members must be teaching unit bearing, transfer, degree or certificate courses. Additionally, to be eligible, each unit member will be required to have a minimum load of 20% or 3 units in the semester of the request.
- 8.3.1 Unit members provided with a temporary full-time teaching contract will be provided on office hour per course listed in the agreement first, as a priority, from the pool of office hours available to all other adjuncts (8.4).
- 8.4 The District will establish as the pool of funds for the office hour program at \$50,000 per year, for the term of the contract.
- 8.5 Each unit member that is eligible as described in 8.3 will be compensated at \$25 per office hour as applied for and approved by the Division Dean, up to the maximum of one (1) hour per week of the semester excluding the week of finals.
- 8.6 Unit members approved for Office Hours will be required to list their approved office hour on their syllabus and distribute it to students. Additionally, the unit member will submit a timecard at the end of the semester for the approval by the Division Dean for those office hours that were actually completed. Missed office hours will not be compensated.
- 8.7 Unit members who request compensation for office hours must complete the "Request for Office Hours" form and submit to the appropriate Dean prior to the end of the first week of the course. The Dean will approve or deny the request based on the following criteria:
- Demonstrated student need
 - The likelihood of student participation
 - The requested time contributes to student participation

The Dean will forward all requests to the Director of Human Resources Development and Personnel Services for review of the requests. The Director of Human Resources Development and Personnel Services will establish the approved hours for each request based on the percentage of the pool that is requested. The Director of Human Resources Development and Personnel Services, or designee, will notify each Dean of the approved allotment of hours.