



FACULTY HANDBOOK



Office of Instruction

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1 INSTITUTIONAL INFORMATION, POLICIES, AND STATEMENTS

The contents of this handbook are intended to be used as a Faculty Handbook and describe policies, basic procedures, and general practices at Cañada College. It is understood that Federal, State, and local laws, as well as Board policies, govern and take precedence over any guidelines in this manual. The complete set of Board policies may be found on the [San Mateo Community College District \(SMCCD\) website](#), and the current Cañada College Catalog is available online on the [Cañada College website](#).

1.1 MISSION AND VALUES

Mission

Cañada College engages and empowers students in transforming their lives and communities through quality education.

Vision

Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.

Values

- Social Justice and Racial Equity
- Transforming Lives
- Community Partnerships
- Academic Excellence
- Sustainability
- Transparency and Authenticity
- Adaptability and Resilience
- Student-Centered
- Cultural Empathy

College Goals

- Student Access, Success and Completion
- Equity-Minded and Antiracist College Culture
- Community Connections
- Accessible Infrastructure and Innovation
- Mission: <https://canadacollege.edu/about/mission.php>

1.2 SMCCCD COMMITMENT TO EQUITY

As part of the San Mateo County Community District (SMCCCD), Cañada College is committed to achieving educational equity for all students. As outlined in the District's Strategic Plan, "success, equity, and social justice for our students are longstanding goals." The district's ["Students First" Strategic Plan](#) is focused on "Student Success, Equity and Social Justice." We provide students with a rich and dynamic learning experience that embraces differences - emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders.

1.3 ORGANIZATIONAL CHART

The College's Organizational Chart can be found on the [Cañada College President's webpage](#).

1.4 EDUCATION MASTER PLAN

Cañada College's [Education Master Plan 2022-2027](#) details college priorities and outcomes, district and college goals, planning and strategy (to inform programming), resource allocation, facilities visioning, and long-range imagining. The plan is both a look backward at where we have been and a look forward to where we might want to go.

1.5 INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Institutional Learning Outcomes (ILOs) describe the knowledge, skills, abilities and attitudes that students should develop through any sustained experience with the college – whether courses, degree or certificate programs, general education pattern, or academic and support services: (1) Critical Thinking & Information Literacy; (2) Creativity; (3) Communication; (4) Community, Civic Responsibility, & Ability to Engage with Diverse Perspectives; and (5) Quantitative Reasoning. Descriptions of each learning outcome can be found on the [Cañada College's Student Learning Outcomes webpage](#).

1.6 POLICY ON PROFESSIONAL ETHICS

All District employees shall adhere to the highest ethical standards in pursuing the College District's mission of providing quality educational programs and in managing resources efficiently and effectively. Ethical standards include but are not limited to commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. Each employee group has prepared a distinct Code of Professional Ethics for their respective constituencies, which, as a whole, comprise the Districtwide Policy on Ethical Behavior adopted by the Board.

No employee or consultant shall use or permit others to use public resources for personal use or any other purpose not authorized by law. "Incidental or minimal use," defined as use that will not result in additional cost to the district or interfere with the employee's job performance (i.e., occasional telephone call, private use of an envelope or paper, etc.), where lawful, is permitted.

1. The Board of Trustees, administration, faculty, and classified staff shall act in the best interests of students, the community, and the district's mission over other competing interests and shall foster a work/study environment that values respect, fairness, and integrity and is positive, encouraging, and success-oriented. The College District has adopted policies and practices that protect the rights of individuals (Rules and Regulations 2.12); that protect individuals from unlawful discrimination (2.20) and sexual harassment (2.25); that prohibit the Board and employees from making or participating in making a decision in which they have a financial interest (1.35 and 2.45); and that provide for the support and development of each District employee (2.11).

The Board has also adopted policies ensuring public input into Board deliberations (1.45); adhering to the law and spirit of open meeting laws and regulations (1.40); exercising authority only as a Board (1.02); using appropriate channels of communication (1.35); and devoting adequate time to Board work and being informed about the District, educational issues and responsibilities of trusteeship (1.10).

Violations of the Board's Policy on Professional Ethics will be addressed by the President of the Board, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved, the Board President may appoint an ad hoc committee, consult with legal counsel and/or refer the matter to the District Attorney to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board and may include censure of the Board member who is in violation of the policy. If the President of the Board is perceived to have violated the code, the Vice President of the Board is authorized to pursue resolution.

2. The faculty of the SMCCCD has developed a Code of Professional Ethics which can be found on the [District Academic Senate website](#).
3. The Classified staff of the SMCCCD has developed a Code of Ethics which can be found at: [Classified Employees Statement of Ethics](#).
4. The Associated Student organizations of all three Colleges have also developed a Code of Ethics which can be found at the [Associated Student Organizations Code of Ethics](#).

1.7 ADDRESSING DISRUPTIVE BEHAVIOR OF STUDENTS ON CAMPUS

Disruptive and inappropriate behaviors are actions that interfere with the instructional, administrative or service functions of the college. Assessing disruptive behavior can be a highly subjective process. For example, some behavior patterns, such as students talking in class, can be experienced as disruptive in some situations and simply irritating and frustrating in others.

Each Cañada College faculty or staff member has their own level of tolerance and special strategies for handling potentially disruptive situations. It is important to remember that the occurrence of disruptive behavior is rare and should not be confused with a student's right to express differing opinions, a right that is fundamental to a free and open academic community.

It is good practice for you to clearly define behavioral expectations in the syllabus and discuss this with students during the first class meeting. It may also be helpful to attend one of the disruptive behavior workshops which are offered throughout the year.

Fortunately, disruptive situations are almost always resolved by your use of personal strategies and/or dialogue with the student. When the usual strategies you have employed have been ineffective and you have assessed the behavior as disruptive, the following guidelines may be helpful.

1.7.1 DISRUPTIVE OR INAPPROPRIATE BEHAVIOR

When the behavior of a student is identified as disruptive or inappropriate, you are expected to take all the following steps:

1. Inform the student that the behavior is disruptive, inappropriate and unacceptable.
2. Attempt to elicit the cooperation of the student to resolve the situation.
3. Warn the student that if the behavior continues a likely consequence is disciplinary action by the College.

If such dialogue with the student proves to be ineffective and you feel you have exhausted all the methods you normally employ to resolve such situations, College policy allows for the following response:

1. A faculty or staff member may remove a student who is in violation of the guidelines for student conduct for the duration of the class period or activity during which the violation took place and, if necessary, for the day following. If the student refuses to comply with your instructions to leave, call Public Safety, (650) 738-7000. If you choose to exercise this option, you must immediately report this action to your Division Dean and Disciplinary Officer (Vice President of Student Services). <https://canadacollege.edu/studentservices/>
2. In all cases of disruptive behavior involving removal from class, you must provide written documentation of the behavior, the initial warning, and any subsequent inappropriate or disruptive behavior. This documentation must be forwarded to your Division Dean and Disciplinary Officer (Vice President of Student Services).

Your Division Dean and/or the Vice President of Student Services will then work with you to determine the next steps in response to the situation.

It is important to note that a student cannot be prohibited from attending a class for more than two sessions without further formal College disciplinary action. In all cases involving potential College disciplinary action, students must be afforded procedural due process. The essential elements of due process are: notice, the opportunity to be heard, and the right to defend oneself in the context of a hearing.

1.7.2 RESPONDING TO TYPES OF CONCERNING BEHAVIOR

CARES is a behavioral intervention team on campus that is available to assist faculty and staff with students exhibiting behaviors that are of concern. If a student's behavior indicates personal distress and/or there is a pattern of disruptive and/or disturbing behavior, then faculty, staff, and students are encouraged to complete a CARES [referral form](#). The reported information will be forwarded to the CARES Team.

The [CARES website](#) provides information about the team, definitions of behaviors of concern, how to file a CARES report, and campus and community resources. Additionally, the [Guidelines for Faculty and Staff for Helping Students in Need](#) help you become more aware of how to assist students who need help and support.

In case of emergency, please do not refer students to CARES. Contact Public Safety at (650) 738-7000 or dial 911.

1.7.3 COLLEGE POLICY VIOLATIONS AND ILLEGAL BEHAVIOR

For disruptive behavior which is in violation of the Student Conduct Code and also illegal, please call Cañada College Public Safety at (650) 738-7000 and/or dial 911 for an immediate response. Examples of these kinds of behaviors include: use of prohibited drugs or alcohol on college property, willful damage to college property, threats, assaults, theft and possession of fire arms.

Refer to the [Addressing Disruptive Behavior of Students on Campus Guidelines](#) for the complete policy.

1.8 NONDISCRIMINATION

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

The District, and each person who represents the District, shall provide access to its services, classes, and programs without discrimination on the basis of the Federal and State protected classes including, but not limited to, race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.

The District shall provide access to its services, classes and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The district shall provide equal employment opportunities to all applicants and employees regardless of national origin, religious creed, age, sex, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or on any basis prohibited by law.

Refer to the [District Board Policies and Procedures](#) (Board Policy 2.19) for the complete policy.

1.9 SEXUAL HARASSMENT

It is the policy of the San Mateo County Community College District (SMCCD) and Cañada College to provide an educational and work environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. The district promotes zero tolerance for behaviors which constitute sexual harassment in its educational and workplace environment for both employees and non-employees.

This policy defines sexual harassment and sets forth a procedure for the investigation and resolution of complaints of sexual harassment by or against any faculty member, staff member, Board member or student within the district. Sexual harassment violates State and Federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation. Retaliation constitutes a violation of this policy.

It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy. Employees who violate this policy may be subject to disciplinary action up to and including termination. Students who violate this policy may be subject to disciplinary measures up to and including expulsion.

The district provides both informal and formal complaint resolution procedures; considers as serious matters all complaints of sexual harassment; is committed to full investigation and resolution; and takes steps to ensure that persons complaining of sexual harassment will not be subjected to retaliation or reprisals of any kind.

Students or staff seeking further information concerning this policy or claiming grievance because of alleged violations of this policy should contact Mwanaisha Sims, Director of Policy, Training, & Compliance, (650) 358-6808.

In addition to and concurrently with the filing of a written grievance, a student has the right to file a complaint or charges with other appropriate governmental agencies such as the Equal Employment Opportunity Commission, the Office for Civil Rights, the Department of Fair Employment and Housing, the Chancellor's Office of the California Community Colleges, or state or federal court.

Refer to the [District Board Policies and Procedures](#) (Board Policy 2.25) for the complete policy.

1.10 DRUG-FREE WORKPLACE

It is the policy of the San Mateo County Community College District to maintain a drug-free workplace and educational environment for its employees and students in accordance with the requirements of the Federal Drug- Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989.

Refer to the [District Board Policies and Procedures](#) (Board Policy 2.26) for the complete policy.

1.11 TOBACCO AND SMOKE-FREE CAMPUS

It is the policy of San Mateo County Community College District to provide a safe and healthy learning and working environment for both students, employees, and visitors. In light of evidence that the use of tobacco and nicotine as well as exposure to secondhand smoke and aerosol (commonly referred to as "vapor") from electronic smoking devices pose significant health and environmental hazards, the district has established a smoke, vapor, and tobacco-free environment. Tobacco-free resources are available from Health Services located in Building 5.

Refer to the [District Board Policies and Procedures](#) (Board Policy 2.27) for the complete policy.

1.12 COLLECTIVE BARGAINING AGREEMENTS

The agreements with the district, by which your rights and duties are stipulated, can be accessed online on the [SMCCD Human Resources webpage under Collective Bargaining and Labor Relations](#).

1.13 ACADEMIC SENATE

The Academic Senate is the voice of the faculty on academic and professional matters. They work collaboratively with college administration, staff, and students to promote academic excellence. Academic Senate policies, members, meetings, and resources can be found on the [Cañada College Academic Senate webpage](#) and in [Appendix B](#).

1.14 ACADEMIC CALENDAR

The academic calendar can be found on the Cañada College [Academic Calendar webpage](#).

1.15 CHECKLIST FOR NEW FACULTY

- Department(s).** Know your points of contact: your primary resources are your Dean and Division Assistant (DA).

- Badge Access Card and Keys.** Contact your DA to assist you in activating your access card and necessary keys. You should receive two physical keys – one key for your assigned office, and a “3K” key that opens most common doors like classrooms, breakrooms, and workrooms. In addition, your ID card acts as an electronic key for buildings and room that have electronic access.
- Laptop.** Talk to your Dean/DA about placing an order for a laptop for full-time faculty.
- Parking Passes.** Parking passes are distributed by your DA.
- Email.** Full-time faculty receive an email address after all hiring paperwork has been completed. Adjunct faculty must work with their DA to request an email address.
- Mailbox and Phone.** Your DA will let you know where your mailbox is located. Office phone setup instructions are found on the [ITS webpage](#).
- Internet Access.** The district has free public WIFI (SMCCD Public) that you can use from any personal laptop or device, or “FacStaff” access, which requires your SSO (single sign-on) username/password.
- SMCCCD Portal** (<https://smccd.edu/portal/>). This is an invaluable resource. Some important tasks you can do through the portal include:
 - Check your Cañada College email through the “O365 Email Login.” You can access [O365 tutorials online](#).
 - Search for other employees in the “District Directory”.
 - Submit an IT request for printer/computer set-up through the “ITS Service Request Form.”
 - Find most District and Cañada College forms through the “Downloads” tab at the top of the page.
- Syllabus.** At the beginning of the semester, please turn in a copy of your syllabus for each class to the DA. If you need more details about syllabus requirements, information can be found in the [“Course Procedures” portion of this document](#), or you can reach out to your dean or to another professor who has recently taught the same class. Also, Review our [Equitable Syllabus Guide](#), which includes information on finding your SLOs and Course Outline of Record in CurricuNet and Student Support Resources.
- Office Hours and Door Card.** Each week, faculty are required to hold 1 hour worth of office hours for every 3 units of courses taught. This office hour time should be held in a designated place that is advertised on your syllabus and door card. Your office is the default location, but it is acceptable to use locations like the [various learning centers](#) or other spaces on campus. For adjuncts, this time is paid out to you automatically each month. The faculty contract details how this amount is calculated.

Each semester, please create an electronic door card at <https://doocard.smccd.edu/> with your schedule for classes, office hours, and other times you are planning to be on campus. You should also print a copy of this schedule to post on your office door.

- XEROX.** Your DA can let you know which machines you have access to. The district has been converting most copiers to use a print management program called PaperCut, and your pages will only print when you scan your ID on the physical device. To begin using PaperCut, you will need to add the PaperCut network printer to your district issued Apple or Windows device, and then register your SMCCCD access badge at any PaperCut equipped printer. For questions or assistance, please

contact the [ITS Helpcenter](#) and a member of our team will reach out to assist you.

Should you need a larger copy job, please email your DA, who can provide you information on ordering. Please give at least 2 weeks lead time! Please keep in mind that Cañada College encourages faculty to “go green” by posting appropriate handouts, instructional materials, and other information online.

- AFT 193 Faculty Union Information** (<https://aft1493.org/contact-us/>). Chapters are AFT 1493's college- level organizations led by Chapter Chairs at each college. If you have a problem, concern or question about contract issues, your union rights or any other work-related issue that you'd like to discuss with a union representative, please contact your campus [Chapter Chair or Co-Chair](#).
- SMCCCD Human Resources** (<https://smccd.edu/humanresources/>).
- CAL-STRS** (CA State Teacher's Retirement System) Information (<https://www.calstrs.com/>).

1.16 NEW FACULTY RESOURCES

Cañada College's New Faculty Welcome and Orientation is held during the required Flex Days in August (Part I) and January (Part II) each year. Invitations are extended to all new full-time and part-time faculty by the Vice President of Instruction and the Academic Senate President.

Led by the Faculty Teaching and Learning Coordinator(s), the orientation is a valuable opportunity to connect with colleagues, explore college resources, and learn about teaching at Cañada within a supportive and equity-minded community.

Visit: [New Faculty Resources](#)

1.16.1 ESSENTIALS FOR YOUR FIRST SEMESTER

- Access Your Accounts: Log in to [Canvas](#), your [SMCCCD email](#) and [WebSMART](#).
- Review [Equitable Syllabus Guide](#): Learn how to locate your SLOs and Course Outline of Record in CurricUNET, and explore key student support resources.
- Set Up Your Canvas Shell: Use the [Countdown to Canvas Course Launch Checklist](#)
- Check Your Classroom: After receiving your keys and room assignment, visit your classroom before the first day to confirm access and test the A/V equipment. Submit [work order with ITS](#) if needed.
- Attend the New Faculty Orientation on Flex Day: Learn about Cañada's commitment to equity and anti-racism, faculty evaluation processes, instructional resources, and student services. Part-time faculty are eligible for compensation.
- If you plan to teach online, please review the information at [Online Teaching Certification Pathways](#) and contact the DE Coordinator, Nada Nekrep, Nekrepn@smccd.edu with any questions.

1.16.2 STUDENT LEARNING OUTCOMES (SLOS)

As a new faculty member, you are responsible for understanding the process by which each faculty member documents the, **creation, existence and assessment** of the following:

- Student learning Outcomes (SLOs)

- Program Learning Outcomes (PLOs)

While this process has many aspects to it, at minimum each new faculty member should know:

- The process by which SLOs and PLOs are created
- The process by which they are changed
- The various places each can be found (housed)
- The process by which each is assessed
- The location of the documentation of the assessment of each
- Persons/positions who might be of help to better understand this process are: the SLO coordinator, other full-time faculty in your program, your Dean, the VPI
- More information here: <https://canadacollege.edu/assessmentsloplo/>

Access a range of resources to support effective teaching, promote student success, and integrate technology into your courses:

[Faculty Teaching and Learning Resources](#)

1.16.3 PROFESSIONAL LEARNING

- Quality Online Teaching & Learning: Learn more: [QOTL Program](#)
- Peer Online Course Review (POCR): Find out more: Peer Online Course Review ([POCR](#))
- Faculty Learning Program: Find out more here: [Faculty Learning Program](#)
- Faculty Professional Development: Explore opportunities: [Professional Development for Faculty](#)
- Zero Textbook Cost: Find out more: [ZTC for Faculty](#)
- Grading & Assessment: [Grades and Scholastic Honors](#) and [Student Learning Outcomes](#)
- All SLOs are uploaded in CurricUNET <https://canadacollege.edu/curriculum-committee/curricunet.php>

1.16.4 CAMPUS SAFETY AND SUPPORT

ITS help, classroom tech support, and public safety info available via the Resource Directory
canadacollege.edu

1.16.5 POLICIES, ASSESSMENT, CONTACTS

- [Academic Standards Policy](#)
- [Student Rights and Records](#)
- [Student Grievances](#)
- [Student Conduct](#)
- [College Policies](#)
- [Student Services and Special Programs](#)

1.16.6 KEY CONTACTS

<https://directory.smccd.edu/allemp.php?college=Canada>

2 COURSE PROCEDURES AND CLASSROOM MATTERS

2.1 COURSE OUTLINE

The Board of Trustees – on the recommendation of the Chancellor, President, and Vice President of Instruction and the advice of the Academic Senate's Curriculum Committee – approves all courses.

The Administration, through the Division Deans and the Office of the Vice President of Instruction, is responsible for the scheduling, staffing, and operation of all courses. The instructor is responsible for teaching, at a minimum, the material as specified in the course outline of record within the general outline of content and format approved by the Board of Trustees. Subject to consideration of course prerequisites and approved course outlines, instructors remain free to select specific material as they deem appropriate. Responsibility for the academic integrity of each individual course must be assumed by the instructor teaching it. Freedom of inquiry and the right to express differing opinions are fundamental to the integrity and dignity of the academic community.

2.2 COURSE SYLLABUS

All instructors should distribute their syllabi to students during the first day of class of the semester or summer session and submit copies of their syllabi to their dean or Division Assistant by the end of the first week of the semester or summer session. The syllabi will be kept on file in the Division Office.

Each syllabus should include the following information:

1. Instructor's name
2. Instructor's contact information (Cañada College office location and office hours; Cañada College phone number; SMCCCD e-mail address) [Information for setting up your office telephone can be found on the [ITS webpage](#).]
3. Course name, number, catalog description, classroom location, and modality (locate your official Course Outline of Record in [CurricUNET](#))
4. Official course Student Learning Outcomes (SLOs) (as listed on the official Course Outline)
5. Required and Recommended Texts and how to access (ZTC, LTC, OER, Inclusive access, electronic material)
6. Course Requirements/Assignments and Detailed Grading Policy including specific information about how the final grade will be determined
7. Tentative Course Calendar, Assignments, Exam Dates, Other Due Dates
8. Information about how to fulfill to-be-arranged hours, if appropriate, and the campus location (e.g., specific learning support center or lab, building, and room number) where the TBA requirement is met. Request archived syllabi samples from your Division Assistant if you need assistance with TBA language.
9. Required Statements of Course and College Policies, including:
 - Attendance Policy (<https://catalog.canadacollege.edu/current/policies/attendance.php>)
 - Academic Accommodation Policy (<https://canadacollege.edu/disabilityresourcecenter/forms.php>)
 - Title IX Statement (<https://smccd.edu/titleix/>)
 - [Educational Equity Statement: Equitable Syllabus Guide](#)

There are many acceptable formats for these statements. Here are some examples:

Academic Accommodation Policy Statement: This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. If you are a student with a verified disability, or think you may have a disability, please contact the Disability Resource Center (DRC). The Disability Resource Center provides academic adjustments and auxiliary aids to support students who have a verified disability. The DRC is located in Building 9, 1st floor and can be reached at (650) 306-3259 or canadadrc@smccd.edu. Please visit the Disability Resource Center website for contact and other information.

If you have already been approved for accommodations through the Disability Resource Center, please contact me so we can develop an implementation plan together.

Plagiarism/Cheating Policy Statement: Please include a statement about plagiarism on your syllabus. The College policy, including a link to the form to report plagiarism/cheating is located on [the College Cheating and Plagiarism Guidelines webpage](#). The Plagiarism Policy statement for syllabi can be written as follows: "Dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the College and its officials is prohibited and may lead to appropriate disciplinary action."

"Cheating" refers to any help on an assignment, quiz, or examination as follows: (1) a student must not receive from any other student or give to any other student (in person or through electronic devices) any information, answers, or help during an exam (in class or online); (2) a student must not use any sources for answers during an exam, and must not refer to any book, study guides, the Internet or notes while taking the exam (in class or online) unless specifically allowed by the instructor; (3) a student must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected. In case of cheating, a student may be given 0 on the assignment and administrative actions at college level may be applied.

For homework, class work and written assignments:

- Students are encouraged to work together. However, simply copying someone's assignment without actively participating in its production is not acceptable.
- Source citations will be required for any written projects, according to the specifications given with the assignment.

In testing situations:

- Students are expected to work independently unless specified otherwise.
- Calculators are permitted on tests or quizzes unless specified otherwise.
- Use of a cell phone is not permitted (in case of emergency, notify the instructor).

- Use of computers during paper-and-pencil tests is not permitted.

Electronics (Cell-phones/Computers/iPods/iPads and other like devices):

- Cell phones are to be turned off or set on silent during class
- Cell phones should be secured in student backpack/purse
- Ear buds and other listening devices are prohibited during class
- Electronic note taking and access to the courses e-book is permitted
- Engaging in non-class related internet activity during class is not allowed

Title IX: SMCCCD is committed to maintaining a safe and caring college environment at Cañada College, College of San Mateo, and Skyline College and we do not tolerate sexual harassment or sexual misconduct, including (but not limited to) sexual assault, sexual coercion, dating violence, domestic violence, stalking, cyber-stalking, retaliation, isolation, and other forms of discrimination/hate crimes based on gender identity, sexual orientation and pregnancy. SMCCCD has established policies and procedures regarding Sexual Misconduct, Harassment, and Assault based on [Title IX](#) and [SB 493](#). If you have experienced or would like to [report sexual harassment/misconduct](#), please visit <http://smccd.edu/titleix/>. In the event of an emergency, please call 911.

Please be advised that under Senate Bill 493, all staff and faculty members (with exceptions for certain medical professionals in the Wellness Center, and personal counselors) are considered mandatory reporters of incidents or concerns involving gender-based discrimination, harassment, and sexual misconduct. All reports must be routed to the [Cañada College Title IX Office](#) in a timely manner.

Equity: The faculty at Cañada College affirm that students are entitled to an equitable learning environment that celebrates their voice, fosters their agency, and develops their capacity for self-advocacy, and that is free of unfair practices. If you feel you are in an environment that is not conducive to your learning or you want to learn more about educational equity, please come talk to me.

10. A statement about available campus resources for students. This could include information about The Learning Center, learning support centers and labs, SharePoint, EOPS, and/or any other service that you think are important for students.
11. Other than the above required information, you should include any subject, department, or course specific information that is relevant.

2.3 OFFICE HOURS | DOOR CARD

Faculty are to complete the online Faculty Door Card for each semester by using the [District Portal page](#). Each faculty member will post an office door card showing scheduled lecture and laboratory hours, scheduled office hours, and reassigned hours, if any. Counselors are to include counseling hours and reassigned hours, if any. An instructor absent from their office for a major portion of a scheduled office or

counseling hour will notify the Division Office of their whereabouts and time of return and will post this information on the office door.

Regular faculty on reduced load for any given semester will adjust the minimum required hours proportionally. Faculty with class assignments plus counseling assignments (or other non-teaching assignments, such as reassigned time) will adjust the minimum required hours proportionally.

2.4 FIRST DAY OF CLASS: CLASS ROSTER

You will not be sent any paper enrollment information for your courses. You must retrieve information for each class you teach on Faculty [WebSMART](#). Login using your SSO username/password. Go to “Faculty Services” and then “Class List/Waitlist.” Students who do not appear on your WebSMART Official Class Roster are not officially enrolled in your class and cannot remain in your class.

As faculty, it is your responsibility to take the following actions to make sure all students sitting in your classes are officially registered by the published deadline date:

- Print the Official Class Roster from WebSMART on the **first** day of your class. Since students can register for your class up to the day before the class begins, do not print your class roster prior to the first day of class because it may not be accurate. The WebSMART class roster lists students who are officially enrolled.
- If, on the first day of class, you provide a student with an authorization code to register for your class, then list his/her name on your roll sheet so you can monitor his/her official enrollment. Remind students who have received authorization codes that they must officially register before the published deadline date.
- For a semester-length course, a student must complete official registration by the published late registration deadline.
- For a course that is not a semester-length course, the student must register no later than the next class meeting.

2.5 ADDING STUDENTS: WAITLIST/AUTHORIZATION CODES

When you print your WebSMART Official Class Roster, print the wait list that has been developed for your section. On the first day of class, if you determine that you can add students, first use the waitlist to fill spaces. If a name appears on the waitlist but the student is not present in class, then go to the next student on the wait list and so forth. When you have exhausted the waitlist, then accept other students who are present in the classroom to add.

Go to “Faculty Services” and then “List Authorization Codes.” This will be a list of random codes we call “authorization codes.” You would give these to students on the Waitlist first, and then others, if you determine that you have the room capacity and teaching capacity to handle additional students. *NOTE* Students will start emailing and requesting authorization codes for full classes before the semester starts. Authorization codes only become available once the first day of instruction has begun for the semester. You should wait until the first day of class before you start distributing authorization codes and deciding how many students you can add.

If a student tells you they cannot register, or, if the student thinks they are registered but the name does not appear on the WebSMART Official Class Roster, they should immediately be referred to the Admissions and Records Office.

2.6 CENSUS AND DROPPING STUDENTS

Census reporting is required by State Law. Therefore, you must take attendance early in the semester to be sure that the students on the class roster match the students attending class. Go to your WebSMART account to view each class census due date, and submit the census reporting by going to “Faculty Services” then “Census/Enrollment Verification.”

You should drop any students who have not attended live class or participated in online class. After the census date and up to the drop deadline, you still have the ability to drop students who stop showing up or participating. Please use your best judgment as to if/when a student should be dropped.

The College receives a portion of its state funding based on active student enrollment. Therefore, the college must abide by Title 5, which requires faculty to “clear the rolls of inactive enrollment.” Inactive enrollment in a course is defined as a student having been identified as a “no show,” one who has officially withdrawn from the course or one who has been dropped from the course. As further noted in Title 5, “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. (Title 5, 58004, Application of Census Procedures). If you have any questions, please reach out to your dean or the Admissions and Records Office.

2.7 POSITIVE ATTENDANCE

Like census reporting, reporting positive attendance is required by Title 5, for courses which have been identified as positive attendance. Submission of positive attendance hours on-time is essential to capture FTES generated by students enrolled in these courses. If positive attendance hours are not submitted on time, the College may lose FTES funding. To guarantee accuracy, faculty must keep meticulous positive attendance records for applicable classes. These reports are subject to Audit and faculty must have back-up documentation. Enter Positive Attendance hours by going into WebSMART “Faculty Services” then “Enter Grades & Positive Attendance Hours.”

2.8 PREREQUISITES AND COREQUISITES

If the course description (found on the official course outline, in the Catalog, or in WebSchedule) includes a prerequisite course or skill level, the prerequisite must be achieved and documented for the student to remain in the class. A corequisite course is one in which the student must maintain concurrent enrollment. Prerequisites and corequisites are mandatory. A faculty member cannot ignore or waive a prerequisite. Many course descriptions include a recommended preparation notation. This indicates that it is highly recommended that the student has a specific skill level or academic background to succeed in the class. Recommended notations are advisory only.

A student can challenge a prerequisite by going to the [Prerequisites, Corequisites, and Recommended Preparation website](#) for [the prerequisite challenge petition form](#). There are deadlines related to this petition that are viewable on the website. A student can challenge a prerequisite only on one or more of four grounds listed below:

- The student has the knowledge or ability to succeed in the course without completing the prerequisite.
- The prerequisite was established in violation of Title 5 regulations or the SMCCCD Prerequisite Policy.

- The prerequisite course has not been made reasonably available.
- The prerequisite is discriminatory or is being applied in a discriminatory manner.

To challenge a prerequisite, a student must file a Prerequisite Challenge Petition with required documentation in the Welcome Center, Building 5, 1st Floor, at least 5 working days prior to the late registration deadline date published in the class schedule. If the course is a late-start class, the petition must be submitted at least 5 working days prior to the first day of the course. The Assessment Services sends the challenge packet to assigned faculty for review, receives the results from faculty, and communicates the challenge results to the student. There is a deadline of 5 working days to resolve the challenge.

2.9 CLASS MEETINGS

Instructors are expected to meet classes at the assigned time and place. Any change of time or place requires prior approval by the appropriate Division Dean. If an instructor is late to a class meeting, students are required to wait ten minutes before leaving the classroom. An instructor who knows they will be late should contact the Division Office as soon as possible.

Each class hour consists of 50 minutes of instruction time (e.g., 8:10 to 9:00 a.m. = 50 minutes or 1.0 instruction hour). For classes that meet for more than one hour but less than two hours, there is no break (e.g., 8:10 to 9:25 a.m. = 75 minutes or 1.5 instruction hours). For classes that meet for more than two hours, there is a ten-minute break for each full hour (e.g., 7:00 to 10:05 p.m. = 165 minutes, or 3.3 instruction hours, and 20 minutes' break time). Instructors must take breaks for classes of more than 2 hours and must not dismiss class early in place of taking breaks.

2.10 GRADES

Grading in a class is the sole responsibility and purview of the instructor, and should be based on the performance of the students related to the learning outcomes. Final grades are due in WebSMART shortly after final exams. The Dean of Enrollment Services will send faculty the final grade due date information via email, both at the beginning of the term and before class finals.

You can begin entering grades at any time; you do not have to wait until after the class ends to start entering them; just don't "submit" until they're due. Enter grades by going to "Faculty Services" then "Enter Grades & Positive Attendance Hours." As stated in the academic employees' contract, it is each instructor's responsibility to submit timely and accurate reports of attendance, grades, and other matters as required. It is also a requirement to keep your class records for three years. Note: If final grades are not submitted by the due deadline, students will receive an "RD" Record Delay as a grade. You will need to submit a grade change form for each student to the Registrar to manually enter the grade.

2.11 INCOMPLETE GRADES

A professor should consider issuing an incomplete grade only if the student has successfully completed at least 80 percent of the course requirements and has only 1 or 2 outstanding assignments to complete and there are documentable extenuating circumstances that have come up (hospitalization, death in the family, work schedule change, or an unanticipated serious illness) that make it impossible for the student to complete the course within the 17-week semester (or 6- or 8-week summer session).

- It is solely up to the professor to determine whether they will award an incomplete grade. (A student may request an incomplete, but it is up to the professor to determine whether it is warranted or whether the professor wants to take on the added responsibility of monitoring the incomplete process.)
- If the incomplete is determined to be appropriate, the professor must issue the incomplete with the default grade at the time of final grade submission
- The professor must also complete a “Notice of Grade Incomplete Form” listing all of the required assignments/quizzes and/or finals which must be completed. A copy of the form must be sent to the Admissions & Records Office.
- The “Notice of Grade Incomplete Form” includes a default grade. If the incomplete is not completed, then the default grade becomes the final grade after one year. If a student will successfully complete the course with a grade of C or higher regardless of the extenuating circumstances, in most cases, the student should receive the grade (A, B, or C) and the instructor should not issue an incomplete. Never issue an incomplete and list a default grade of A. Note: The default grade you give a student on this form is what they will receive if they do not complete the agreed upon work you listed on the form, and not the grade they would earn once the required work was complete.
- A student may not enroll in the course while an incomplete is outstanding because the system sees the student as already enrolled in the course with an incomplete.

2.12 REPORTINGS REQUIRED OF FACULTY

1. Enrollment verification, final grades, and positive attendance are submitted online via WebSMART for faculty. To guarantee accuracy, faculty must keep meticulous positive attendance records for applicable classes. These reports are subject to audit, and faculty must have back-up documentation.
2. Enrollment verification report indicating withdrawals effective before last day to withdraw (75% of meetings for short courses, 13th or 14th week of term for semester-long classes).
3. Final grade for each student.

Instructions and dates pertinent to the above reportings are issued by the Dean of Enrollment Services each semester and are available online via WebSMART for faculty.

As stated in the academic employees' contract, it is each instructor's responsibility to submit timely and accurate reports of attendance, grades, and other matters as required. Furthermore, it is also a requirement to keep your class records for three years.

2.13 STATEMENT ON ACADEMIC FREEDOM

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a

license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

The district's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college- related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others.

Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution.

Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the district protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

Refer to the [District Board Policies and Procedures](#) (Board Policy 6.35) for the complete policy.

2.14 ABSENCES | SUBSTITUTES | CANCELING CLASS

There are a minimum number of lecture and lab hours that must be held for students to attend and receive credit for a course. You should find out this minimum if you need to take some personal or sick time, and you should know how to obtain a substitute from your division. Contact your dean for specific information about requesting and reporting absences and other procedural expectations. You will also need to fill out and submit an [Absence Affidavit Form](#) to the office when you return.

2.14.1 FINAL EXAMINATIONS

For each class whose course outline of record includes a lecture component, a final examination or activity must be held during the day and time listed in the Final Examination Schedule published in the Schedule of Classes. The day and time of the final exam/activity should be included in the class syllabus.

The final exam/activity is held in the room in which the class regularly meets. For classes that include both lecture and laboratory components, the final is scheduled according to the lecture time. Final exams/activities for evening and weekend classes take place during the week of final exams at the last class meeting. The exam period shown in the Schedule of Classes is part of the required contact hours for the course. Therefore, the final examination or activity should be designed to take the full exam period. Exceptions must be approved in writing in advance by the Vice President of Instruction.

2.15 IMPORTANT DEADLINES AND REMINDERS FOR STUDENTS

There are certain dates and reminders within a semester that are critical for students to follow. These include:

- When classes begin
- Students manage their own enrollment on WebSMART. Students should check the schedule summary to make sure enrollment is complete, pay fees on WebSMART, and keep personal information (address, phone, email) up-to-date on WebSMART.
- Students use WebSMART to select the PASS/NO PASS option.

- First two weeks of the semester is the late registration process. All semester-length courses need to be added within this period.
- Deadlines related to withdrawing from classes.
- Holidays and Flex Days
- With a counselor, students create a Student Educational Plan (SEP) that maps out, semester by semester, exactly what courses (and sequence of courses) are needed to meet the goal. Each semester the SEP should be reviewed with the counselor to make sure it remains accurate with a clear picture of what must be done.
- Students with official SEPs created with a counselor get the highest level of continuing student priority registration. This could mean getting the classes and times the student wants or not.
- Students should use support services that help them succeed.

You may consider including this information on your class syllabus and/or Canvas page or regularly announcing them. Important dates and deadlines are also posted on WebSchedule.

2.16 COUNSELING SUPPORT

Faculty can help students by clearly outlining in a class syllabus information that describes course goals, learning outcomes, evaluation processes, student expectations, a course calendar of activities, a study schedule, and the like. Encourage all students to meet with you during office hours at least once during the semester.

Refer students to counseling for information on how to construct their individual academic track at Cañada College or invite Student Services professionals to make presentations to your class. Presentations can be general in nature or can be tailored to your specific course. Some of the more general presentations include the following:

1. Using Student Support programs to improve your college success (counseling services, transfer services, career services, basic skills services, and more)
2. Planning for college – the comprehensive and student educational plan
3. Using study skills for college-level academics
4. Using time management for personal and academic success
5. Understanding the system – college planning
6. Understanding the system – university transfer process
7. Choosing a college major
8. Selecting courses to meet your educational goals

For classroom presentations, contact the [Counseling Services staff](#).

2.17 ACADEMIC DISHONESTY

Although instructors may hope that students will act responsibly and ethically at all times, situations will arise in which it is clear, beyond a reasonable doubt, that a student cheated or plagiarized. The [Academic Policy webpage provide guidelines](#) for such situations by providing specific definitions of cheating and plagiarizing, and addressing the related instructor responsibilities, student responsibilities and sanctions.

Refer to [Academic Integrity Syllabus Guidelines](#) for your syllabus.

2.18 STUDENT CONCERNING BEHAVIOR

If a student's behavior indicates personal distress and/or there is a pattern of disruptive and/or disturbing behavior, then faculty, staff, and students are encouraged to complete a CARES [referral form](#). The reported information will be forwarded to the CARES Team.

The [CARES website](#) provides information about the Cañada College behavioral intervention team, definitions of behaviors of concern, how to file a CARES report, and campus and community resources. Additionally, this [Guidelines for Faculty and Staff for Helping Students in Need](#) helps you become more aware of how to assist students who need help and support.

2.19 STUDENT ABSENCES

Attendance regulations are set forth in the College Catalog. Please refer to the College Catalog under ["Academic Standards Policy."](#) However, the Academic Senate has been made aware of situations in which certain students are disadvantaged due to occasional schedule conflicts which necessitate missing one class in order to meet scheduled requirements for another class. Such instances usually occur in cases involving class field trips and occasional post- conference athletic competition. Both of these constitute scheduled curricular requirements which are not optional for the student. In such cases, the student may be placed in academic jeopardy. This is especially true in cases of a missed examination or in courses in which attendance is taken into account in determining the student's final grade.

It is the request of the Academic Senate that faculty members take these factors into account in assigning grades. It is the feeling of the Senate that the following guideline should be utilized: A student's grade should not be negatively affected when the student's absence is due to a documented course-related scheduled and required activity.

2.20 FIELD TRIPS

Authorization forms and accompanying student rosters must be approved and signed by your Division Dean and the Vice President two weeks before a trip is taken. Field Trip Forms can be downloaded from the [District Downloads website: Field Trips](#). Approval of the off-campus activity involves decisions on the part of the Division Dean and the respective Vice President regarding the appropriateness of the activity, the legal implications, and budgetary or financial restrictions.

2.21 SPEAKERS AND CONSULTANTS

There may be occasions when persons from the community or persons from other agencies or institutions are desired as speakers or consultants and are invited to the campus to share their knowledge and experience with students and/or faculty in order to enhance the instructional program and to provide for the in-service training of faculty. If an honorarium is required for such an occasion, the following procedures must be adhered to for payment approval:

- A. Requests for resource persons to the instructional program and for consultants to the faculty shall be submitted to the Vice President of Instruction by the Division Dean and will include the following:
 1. Name of instructor making the request, the class, and the session and date for which the request is made;
 2. The anticipated educational benefits to be derived from this resource person;

3. The name of the resource person and a statement concerning the area of expertise; and
4. A completed Independent Contractor* Agreement form, an I-9 form, a W-9 form, and supporting documents. (For directions and to download the forms, go to the [District Portal page](#) and type “IC Process” in the downloads search, or click on Purchasing/General Services under downloads, then click on “Independent Contracts,” “IC Forms.”)

B. Requests must be submitted at least 8 weeks in advance of the suggested date of the presentation because all agreements for independent contractors are made on the part of the San Mateo County Community College District and must be submitted for the Chancellor’s or designee’s approval prior to date of service.

C. The Vice President of Instruction notifies the Division Dean regarding disposition of the request; the Division Dean, in turn, notifies the instructor.

D. If the request is approved, the Division Dean will initiate the form, IC Payment Authorization form (also found on the website indicated above in A), and submit it to the Vice President of Instruction for approval.

E. Payments will be made to the independent contractor by the District Accounts Payable Department upon receipt of the IC Payment Authorization form, appropriately signed by the college administrator and the originator of the agreement.

F. Effective immediately, the district will no longer contract with (or pay) a district employee as an Independent Contractor (ICA or SSA) regardless of the type of services performed.

2.22 AUDIT POLICY

The Colleges of the District allow auditing of courses with the exception of courses in programs that require special preparation and/or program admissions on a limited basis. A student may audit a course only under the following circumstances:

1. The student must have previously enrolled for credit for the maximum number of times allowed for the particular course.
2. The instructor of record for the course must approve the enrollment as an auditor.
3. The student must be in good academic standing.
4. If the course is a variable unit class, the student must enroll for the maximum number of units available.
5. The student must enroll as an auditor immediately following the published late registration period and pay the auditing fee.

A student may enroll as an auditor the week after the late registration period is concluded because those students taking the course for credit have first priority for all classroom space. The student can submit the request to “audit” via their SSL or “Student Success Link.” No student auditing a course shall be permitted to change their enrollment to receive credit for the course. An auditing fee as established by California Education Code is payable at the time of enrollment as an auditor, with the exception of students enrolled in ten (10) or more semester units.

Visit the [Audit Policy website](#) for more information.

3 CURRICULUM AND COURSE MATERIALS

3.1 COLLEGE CATALOG & CATALOG RIGHTS

The [Current Catalog](#) provides faculty, students and counselors information about [degree and certificate programs](#), requirements, [deadlines](#), [fees](#), curricula, and [courses](#) for the current catalog year. Each Catalog covers an academic year that reflects enrollment beginning with the fall term and includes subsequent spring and summer terms.

The [Catalog Rights](#) version can be downloaded from the current catalog home page. Having “Catalog Rights” means students are held to the graduation requirements listed in the Catalog at the time enrollment begins. Students may choose to use Catalog Rights for any subsequent year of continuous enrollment. For Cañada College, College of San Mateo and Skyline College, catalog rights apply to enrollment in any of the San Mateo County Community College District colleges.

Any changes and Addendums to the Catalog Rights edition are stored on the [Catalog Addendum/Changes page](#). Expired Catalogs from previous years are archived on the [Catalog Archive page](#).

3.2 CURRICULUM SUBMISSIONS

Creating and modifying courses and programs are faculty purview. CurricUNET is the software program faculty use to submit new or revised courses and programs. [The Curriculum Committee](#) reviews all submissions and advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional matters. Training for CurricUNET (under “Tips for using CurricUNET”), submission instructions, and deadlines can be found on the [Curriculum Handbook website](#).

3.3 ORDERING TEXTBOOKS AND COURSE MATERIALS

Prior to the start date of student registration for an upcoming semester, you will receive an email from your Division Office to complete an online Textbook and Course Materials Request Form, as well as indicate which materials are Open Education Resources (OER) and Zero Textbook Cost (ZTC).

To improve student access to supplementary material or materials with limited availability, the library maintains the College Reserves Collection. College Reserves help students by enabling instructors to place copies of textbooks, past exams, quizzes, solution manuals, article reprints, etc., in a restricted access collection held behind the circulation desk. Classroom instructors set borrowing limits for these materials for 2hr, 3hr, 1-day, 3-day, or 7- day reserves.

The library encourages faculty to request copies of course textbooks from publishers for the Library’s College Reserves Collection. To learn more about placing materials on reserve, please visit the website <https://canadacollege.edu/library/forfaculty.php> or contact the librarians canlibrary@smccd.edu.

If you need a desk or review copy, you can contact the Bookstore Manager, Jai Kumar (kumar@smccd.edu), to provide you with contact information and instructions needed to request a copy from the publisher directly. Unfortunately, the bookstore is unable to order desk copies.

3.4 OER/ZTC RESOURCES

For explanations, definitions, and guidance on OER/ZTC Resources, please reference [Cañada College OER/ZTC Website](#).

3.5 COPYRIGHTED MATERIALS

For guidelines on Copyright, Fair Use, Open Access, Open Educational Resources, Public Domain, and Library- licensed material, see [Cañada College Library's Copyright Guide](#).

3.6 MARKETING DEPARTMENT RESOURCES AND SUPPORT

The Cañada College Marketing Department partners with the campus community to support strategic communication through editorial, graphic design, web, media and general marketing services that reflect and elevate the College's brand and priorities.

To request support for marketing, media, promotional or communication needs, please complete the [Marketing Assistance Request Form](#). Be sure to include a detailed project scope and a realistic timeline. All requests must be approved by your division administrator before work begins.

Additional materials and tools are available on the [Marketing website](#), including the [College Style Guide](#), [District Photo & Video Policy](#), [Design Resources](#) and [Web Resources](#).

3.7 PRINTING FACULTY-PREPARED MATERIALS

If required material needs to be printed for a class, the bookstore can have it printed and offer for resale to students. Faculty interested in having material printed through the bookstore must submit the material and printing instructions using the online [Course Reader Printing Instructions form](#) at least 6 weeks prior to the beginning of the term. Items that include copyrighted material in need of copyright permission must be submitted at least 10 weeks prior to beginning of the term. Instructors submitting material should be aware of copyright restrictions and that they assume liability for any copyright infringements (see [Cañada College Library's Copyright Guide](#)).

When possible, please submit material in digital format. PDF is preferred. Quantities are printed for 1 term at a time. If any material has been revised or changed, the old material is disposed of, and the cost of that material is added to the price of the new material. The need for desk copies must be indicated at the time of order. The maximum number of desk copies allowed is 1 per reader. If additional copies are required, they must be purchased.

4 INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION

4.1 DISTANCE EDUCATION

The Academic Support and Learning Technologies (ASLT) Dean, Instructional Technologists, Instructional Designers, and Distance Education Coordinator provide support for faculty, students, and staff. The Instructional Technologists, Instructional Designers, and Distance Education Coordinator support faculty in creating student- centered online courses that align to the CVC-OEI rubric adopted for SMCCCD by providing technical and pedagogical assistance. In addition, the team provides general information about courses to prospective and existing students and faculty, including all delivery

modalities. The modality options for your course are dependent on the DE Supplement approval by the Curriculum Committee, and its scheduling is under your dean's purview.

The different types of course modalities include:

- **Face-to-face** classes meet in-person, and have supplementary content placed online for students to use outside of the classroom.
- **Hybrid classes** have some face-to-face meetings, but have a significant amount of class work and student contact happening online in a structured format.
- **Online classes** take place 100 percent online with all projects, instruction, assessment and communication taking place in an online environment.

Information about distance education courses, programs, and resources (including the [Distance Education Handbook for faculty](#)) can be found on the [Cañada College Distance Education Advisory Committee \(DEAC\) website](#). To request support for Distance Education, Instructional Design, and Instructional Technology, please get in touch with the team at the Teaching and Learning [Website](#). Register for Faculty Distance Education opportunities on this [Online Teaching](#) site. In addition, in preparation to teach online, please visit the RSI Information Page

4.2 CANVAS INFORMATION

Canvas is a learning management system which brings together most of your class activities and makes them accessible through your web browser; it is cloud-based and password-protected. Canvas aligns the three district colleges with the California Virtual Campus - Online Education Initiative (CVC-OEI) of California Community Colleges that strives to provide California community college students with a uniform online learning platform. Canvas provides an integrated suite of tools that easily connects instructors and students through: (a) developing and creating course content; (b) sharing course syllabus and resources; (c) grading assignments and monitoring grades; and (d) engaging with the instructor and fellow students through Canvas messaging, announcements, and discussions.

For more information about Canvas resources or to request Canvas support, please visit the [Cañada College Teaching and Learning website](#). You can also feel free to contact the Cañada College Instructional Technologists Lindsey Irizarry, irizarryl@smccd.edu to set-up a Canvas appointment or for additional Canvas support.

5 EMPLOYMENT AND SERVICE INFORMATION

All instructors, counselors, librarians, and other non-management academic personnel shall abide by the duties and responsibilities as listed in the appropriate appendix of the academic employees' contract. Any service and/or participation on the part of hourly instructors beyond the first four duties specified in the academic employees' contract will be strictly voluntary and shall be done at no cost or obligation on the part of the district, unless special arrangements have been made.

5.1 FACULTY SALARIES

Full-time instructors are paid on a 10-month schedule beginning in August and ending in May. Adjunct instructors are paid each month based on the number of hours their classes meet that month. Disposition

of paychecks is coordinated through the College Payroll Office (Christine Huynh, huynhc@smccd.edu or (650) 306-3207.

Direct deposit of paychecks is available for all faculty, and faculty are encouraged to use this option. Contact the District Payroll Office at (650) 358-6747 for more information.

5.2 VOLUNTARY TEACHER DEDUCTIONS

Various insurance plans and other services are available through the district. Detailed information on these plans can be obtained from the District Office of Human Resources.

5.3 EMPLOYEE PERSONNEL RECORDS

Full-time employee personnel records are maintained at both the campus and at the District Office of Human Resources and are available for inspection by the employee involved in accordance with Section 2.12, "Employee Rights and Protection, Domestic Partner Rights and Whistleblower Protection" of the Board-approved Board Policies and Procedures. The official Personnel Records for all full-time employees are those maintained at the District Office of Human Resources. Files for part-time faculty are maintained only in Division Offices. To inspect personnel records, an employee may set up an appointment with their supervisor/dean or the Chief Human Resources Officer or designee.

5.4 AFT 1493 CONTRACT

Complete Contract: visit the website <https://aft1493.org/contract-a-salaries/complete-contract/>

5.4.1 FLEX

Professional Development, Special, Flex, for example, are described in the [AFT Collective Bargaining Agreement](#). Regular faculty must participate in FLEX days, whereas FLEX is optional for Part-Timers. See [CBA Art. 7.11](#) for the description of this obligation.

5.4.2 OFFICE HOURS

These are regularly scheduled times for consultation with individual or groups of students outside of lecture or laboratory class times. These hours must be listed in the course syllabus – as times you will be available in an assigned office on campus, or by alternative contact [Canvas chat, email/Canvas Conversations, Zoom, or other forms of online interactive contact].

5.5 CLASS CANCELLATION GUIDELINES

SMCCCD Board Policy 6.04 directly informs the class cancellation process, and the updated guidelines can be found on the [Cañada College Office of the Vice President of Instruction website](#).

5.6 EVALUATIONS

The Board of Trustees, faculty, and administration share a responsibility for the process of evaluating the work performance of all faculty and for awarding tenure. The evaluation process (1) upholds the principles of inclusivity, equal access, and opportunity, promotes diversity, and is fair and unbiased; (2) is an affirmative means for evaluating the work performance of all faculty and for renewal of employment and

awarding of tenure; and (3) fosters open communication among participants in order to assure fairness and opportunity for success.

Refer to the Faculty Evaluation Appendix G: [Evaluation Procedures document](#) for the complete outline of the process.

5.7 REASSIGNED TIME

Faculty at Cañada College frequently engage in extensive activities beyond what is defined in the AFT contract as expected professional responsibilities. Typically, these "above and beyond" activities include faculty leadership, accreditation, research, academic support programs, and faculty development/support services. Frequently these non-instructional activities empower and impassion faculty and give rise to significant innovations and benefits to the college. Awarding reassigned time provides faculty with greater opportunity and flexibility in their schedule to engage in these activities. Reassigned time is part of a faculty member's workload that is subtracted from the primary faculty assignment as outlined in Appendix D of the [faculty contract](#).

Refer to [the Cañada College Reassigned Time website](#) for the process.

5.8 PARTICIPATORY GOVERNANCE AND COMMITTEES

Cañada faculty, students, and staff are considered the primary constituency groups at Cañada College. Each of these are represented by a **Senate**:

- [Academic Senate](#)
- [Associated Students of Cañada College](#)
- [Classified Senate](#)

Representatives from each of these Senates, work together with college administrators to collaborate in the following participatory governance **Councils**:

- [Planning & Budgeting Council \(PBC\)](#)
- [Instructional Planning Council \(IPC\)](#)
- [Student Services Planning Council \(SSPC\)](#)
- [Equity & Antiracism Planning Council \(EAPC\)](#)

and College Committees:

- [Distance Education Advisory Committee \(DEAC\)](#)
- [Honors Transfer Program Committee](#)
- [Professional Development Planning Committee](#)
- [Safety Committee](#)
- [Technology Committee](#)

5.9 ASSESSMENT CYCLE | PROGRAM REVIEW

Cañada College is committed to the mission of teaching and learning. The Assessment cycle is a process that requires self-examination and reflection, leading to productive, interdisciplinary dialogue; curricular improvement; and systematic and continual efforts to improve student learning. Assessment activities at

all levels form part of the College's commitment to creating a community of practice, and inform planning, revising, and budgeting for curriculum and services.

All constituencies directly responsible for student learning – classroom faculty, learning and student support services – must regularly reflect on the effectiveness of their courses, services and/or programs by assessing student learning, using all appropriate data; by identifying and addressing areas of potential improvement; by participating in interdisciplinary assessment activities supporting institutional outcomes; and by documenting their activities in Program Review.

The development, assessment, and analysis of Student Learning Outcomes (SLOs) for Learning Support Services and Student Support Services are under the jurisdiction of the faculty, staff, and administrators of each service area. For more information on student learning outcomes and assessment, please visit the [Student Learning Outcomes \(SLO\) website](#).

6 PROFESSIONAL DEVELOPMENT

Faculty at Cañada College are provided with a wide range of opportunities to enhance their skills and knowledge on behalf of student success and professional growth.

6.1 FLEX DAYS

Flex Days bring faculty, staff, and administrators together for focused professional development activities. Sessions can address all-campus/all-district issues as well as more specific training. See the [Flex Day website](#) for upcoming schedules, instructions for submitting a workshop proposal, archives of past workshops, and faculty flex obligations.

6.2 NEW FACULTY ORIENTATION

The Institute is a year-long community of teaching and learning, dedicated to orienting participants in Cañada College values, familiarizing them with its students, programs, and resources, and providing a foundation in principles that promote student success and equity. For visit the [Faculty Teaching and Learning Website](#).

6.3 DISTANCE EDUCATION TRAININGS

The Regular and Substantive Interaction (RSI) Course and Quality Online Teaching and Learning (QOTL) I&II Courses are required of all faculty and designed to support both first-time and more experienced online instructors. See the [Distance Education website](#) for resources, training schedule, Canvas support, and more.

6.4 ONE-ON-ONE CONSULTATIONS

For support with Canvas and other District-supported educational technology, contact our Instructional Technologists: Lindsey Irizarry at irizarryl@smccd.edu. For support with general course design and pedagogy (regardless of modality) make an appointment with an Instructional Designer: Allison Hughes at hughesa@smccd.edu.

6.5 PROFESSIONAL DEVELOPMENT FUNDS (FOR CONFERENCE TRAVEL, SABBATICAL, ETC.)

The SMCCC District, per Article 13 of the [AFT Faculty Contract](#), sets aside a fund equal to 1% of expenditures for regular faculty salaries to provide faculty professional development opportunities, including long-term, short-term, and extended leave opportunities (sabbatical). See the [Faculty Professional Development Committee website](#) for more information about application procedures and deadlines.

6.6 PROFESSIONAL DEVELOPMENT-RELATED COMMITTEES

There are three subcommittees of Academic Senate that oversee different aspects of faculty professional development:

- Professional Development Planning Committee (Foundation for a campus-wide professional learning program that supports and expands college-wide development efforts.)
- The Faculty Professional Development Committee (distribution of contract funds for conference travel, sabbatical, etc.)

- Distance Education Advisory Committee (online teaching and educational technology)

6.7 DISTRICT HUMAN RESOURCES TRAININGS AND SUPPORT

The Human Resources department at the San Mateo County Community College District also provides professional development support, in the form of

- Orientations for new employees
- The Benefits of Diversity and Understanding Unconscious Bias (2-hour training required of all staff who wish to participate in a hiring or screening committee)
- Professional Development Academy (a set of free workshops on topics relevant to all employees, in topic areas such as office technology, leadership skills, and safety training).

See the [SMCCCD Human Resources Training/Professional Development Page](#) for more information.

7 STUDENT RIGHTS AND RESPONSIBILITIES

7.1 STUDENT CONDUCT

Students enrolled in the Colleges of the District are expected to conduct themselves as responsible citizens and in a manner compatible with the District and College function as an educational institution.

Students are also subject to civil authority and to the specific regulations established by each College in the District. Violators shall be subject to disciplinary action, including possible cancellation of registration, and may be denied future admission to the Colleges of the San Mateo County Community College District.

A list of actions which are prohibited and may lead to appropriate disciplinary action is contained in the College Catalog, which is available for review in college offices and in the catalog student conduct section. For further information concerning any aspect of student conduct, students can refer to the [Cañada College Policies website](#) or contact the [Office of the Vice President of Student Services](#).

7.2 STUDENT GRIEVANCES AND APPEALS

Students are encouraged to pursue their academic studies and become involved in other college-sponsored activities that promote their intellectual growth and personal development. The College is committed to the concept that, in the pursuit of these ends, students should be free of unfair and improper actions on the part of any member of the academic community. If, at any time, a student feels that they have been subject to unjust actions or denied their rights, redress can be sought through the filing of a grievance, or an appeal of the decision/action taken in response to a grievance, within the framework of the following policy and procedure:

- [Informal Resolution: Initial College Review](#)
- [Section A: Non-Academic Grievances \(excluding grade grievances\)](#)
- [Section B: Process for Academic and Grade Grievances](#)
- [Section C: Parking Citation Appeals](#)
- [Grievance/Complaint Forms](#)

7.3 ACADEMIC DISHONESTY

Although instructors may hope that students will act responsibly and ethically at all times, situations will arise in which it is clear, beyond a reasonable doubt, that a student cheated or plagiarized. The Academic Policy webpage provides guidelines for such situations by providing specific definitions of cheating and plagiarizing, and addressing the related instructor responsibilities, student responsibilities, and sanctions.

7.4 CONFIDENTIALITY OF STUDENT RECORDS

7.4.1 TRY TO:

- Keep only those student records that are necessary for the fulfillment of your teaching or advising responsibilities.
- Write letters of recommendation as requested by the student; however, if the student requests you discuss identifiable information that you obtain from a student's educational record (grades, GPA, etc.) be sure to obtain a written and signed release form from the student.

7.4.2 DO NOT:

- Display student scores or grades publicly; if scores are displayed, use a code known only to you and each student. Class Rosters and many other documents have personal identifiable information; i.e., names, social security numbers, G numbers, etc.
- Leave graded papers or tests unattended on a desk in plain view in a public area; do not allow students to sort through graded papers in order to retrieve their own work.
- Send notification of grades via e-mail or post card.
- Give grades over the phone unless you can verify through a series of questions that you are actually talking to the student.
- Place transcripts or degree audits or class rosters distributed for purposes of advisement in plain view in open mail boxes located in public places.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.
- Release directory on a student without checking to see whether the information has been flagged for non-release. Please review the complete Cañada College Privacy Rights of Students policy.

7.5 STUDENT ENROLLMENT PROCESS

Each new student who intends to complete a certificate, associate degree, or intends to transfer to a university, must complete the matriculation process in order to register for classes. Outlined below are the steps students are required to complete:

1. Complete a Cañada College Application
2. Complete Orientation and Assessment (some students will be assessed by completing questions in their application)
3. Meet with a counselor to develop a Student Educational Plan (SEP)
4. Register for classes

Students whose educational goal is to take courses for personal enrichment only or to upgrade job skills are not required to comply with the matriculation requirements. However, if they would like to meet with a counselor, they may do so, but must complete orientation.

Students are also highly encouraged to continue to participate in follow up activities to support their ongoing educational planning which include: additional academic counseling, career counseling, personal development and academic support workshops, applying for student support programs, and utilizing all available college resources. Please visit the [Cañada College Welcome Center](#) for more information.

8 INSTRUCTIONAL SUPPORT SERVICES

8.1 LEARNING COMMUNITIES

Learning Communities are cohort-based programs that link instructors across disciplines and connect people who share common academic goals and attitudes. Cañada College's learning communities offer an innovative and exciting approach to learning designed for student success. While each program is unique, common features include:

- Two or more classes working together with common themes, content, and materials.
- A group of students and faculty working collaboratively in a friendly, supportive atmosphere.
- An exploration of the connections between disciplines.
- Specialized counseling and transfer support, free tutoring, mentoring, and academic support.
- Enrichment activities like university field trips, cultural events, and guest speakers.
- Community involvement and internships.

Cañada College offers Cultural Communities (Puente and Umoja) and Interest Communities (Honors Transfer Program, COLTS Learning Community).

8.2 LEARNING SUPPORT CENTERS AND LABS

8.2.1 ACADEMIC SUPPORT AND LEARNING TECHNOLOGIES CENTERS

The Cañada College **Learning Center (LC)** provides a positive, learner-centered environment that integrates technological resources and learning assistance services to support student learning and success across the college curriculum. Learning Center programs exist to help students develop strong study skills and build the confidence that will lead them to successful academic outcomes. The Learning Center supports all instructional divisions and collaborates with other academic assistance programs and student services to identify strategies to assist in the success and retention of students across all disciplines.

The Learning Center houses computer lab areas, general tutoring services, the Writing Center, STEM Center, MESA, retention support services, test proctoring, academic success workshops, TRiO Student Support Services, Guided Pathways Peer Mentorship Program, and student success programs. The Learning Center is an inclusive and friendly environment where all students are welcome.

8.2.2 CIS COMPUTER LAB

The **CIS Computer Lab** is used for both instruction and open lab sessions. As a support resource, it offers CIS students an opportunity to meet with faculty one on one or to receive assistance from instructional aides or student assistants. The software taught in the CIS courses is available at this location to support the students working on problems/projects or working to improve their skills.

8.2.3 DIGITAL MEDIA LAB

The **Digital Media Lab** is available during open lab hours for any student registered at Cañada College. Priority is given to Digital Art & Animation (MART) students. Student Assistants under the supervision of a Digital Art & Animation faculty member provide software and technical support to students in the lab. The software used in MART courses is available at this location to support the students working on problems

or working to improve their skills. (Building 22, Room 132 and 134). In addition, there is a Traditional Animation lab available to students in Building 22, Room 131. Specialized printers and other equipment are available under direct supervision by authorized personnel.

8.2.4 WRITING CENTER

The Writing Center is a resource open to all Cañada College students seeking assistance with writing assignments and desiring to improve their writing skills. Student writers and Writing Center tutors work collaboratively one-on-one and in group workshops to help students achieve their writing goals. Students receive input during any part of the writing process, from brainstorming to final revision. [Writing Center](#).

8.2.5 MATH AND SCIENCE CENTERS AND LABS

The STEM Center provides resources in Science, Technology, Engineering, and Mathematics courses to support students from their first-year experience to their transfer year. [STEM CENTER](#)

Cañada College STEM Center includes the [Math, Engineering & Science Achievement \(MESA\) Program](#). The MESA Community College Program supports students to successfully transfer to four-year universities in Science, Technology, Engineering and Math (STEM) majors. To qualify to be a MESA participant, students must be educationally disadvantaged. This includes being the first in their family to go to college, attending a low-performing high school, coming from a low socioeconomic background, and other factors. The MESA Community College Program is a partnership between the [MESA's Statewide Office](#) and the [California Community Colleges Chancellor's Office](#). It is funded by the State of California's budget via the Fund for Student Success.

8.2.6 SOCIAL SCIENCES HUB/UMOJA VILLAGE

The [Social Sciences](#) and [Umoja Community](#) share a work-space and gathering place in **Building 9, Room 307**. The Social Sciences Hub and Umoja Village serve two primary functions: it is alternately a quiet academic space as well as a social area! It is a place where Social Science and Umoja students study, meet-up to work on class projects, attend film screenings, and participate in many other events. It is also a space where cultural diversity in general and Black culture and Black excellence in particular are not only welcomed, valued, and honored but celebrated as an essential thread in the fabric of the Cañada College Community.

8.3 LIBRARY SERVICES

Cañada College Library: Faculty Collaboration and Student Support

Cañada College librarians are faculty members dedicated to partnering with classroom instructors to support curriculum and promote student success. They offer tailored Information [Literacy instruction](#) and research workshops aligned with course objectives or specific assignments. Sessions are typically held in the library classroom—equipped with computer workstations and a projection system—but can also be conducted live via Zoom.

Library Services and Resources

Located on the 3rd floor of Building 9, the library provides:

- Friendly, bilingual research and citation support (in-person and online)

- Extensive collections of books, textbooks, eBooks, databases, and streaming videos
- Laptops, Chromebooks, mobile hotspots, and a free, state-of-the-art digital book scanner
- Seventy (70) desktop computers (PC and Mac) with no login or time limits
- Color and black & white printing
- Quiet and group study spaces, including a silent study room and private study rooms
- One of the best campus views of the Santa Cruz Mountains

Research help is available by appointment, drop-in, or online chat during library hours.

Instruction and Faculty Support

Librarians can:

- Provide customized instruction sessions, including evenings, Saturdays, and online
- Create course-specific online research guides (LibGuides) <https://guides.canadacollege.edu/>
- Collaborate with faculty to design research-based assignments
- Work with faculty to evaluate and enhance library collections in their disciplines
- To request a session or research guide, visit the [Faculty Services page](#) on the library website and complete the appropriate request form.
- Contact Information
- **Circulation Desk:** (650) 306-3485
- **Reference Desk:** (650) 306-3480
- **Website:** canadacollege.edu/library

8.3.1 PRIVILEGES AND SERVICES FOR FACULTY

The library extends a special loan privilege to classroom faculty. Faculty members may borrow most books in the Cañada College circulating collection for an extended loan period of up to one semester. Extended loan requests must be made in person. Faculty must have a G# to borrow all Library materials.

The Cañada College Library offers a Course Reserves collection to ensure equitable access to textbooks and other materials. Items can be borrowed short-term (12-hour or 1-week loans) from the Circulation Desk. Students can scan materials using the library's high-speed and flatbed scanners.

Faculty or students may request the library to purchase a textbook for reserves by completing an online form; purchases depend on demand and budget. If an item isn't available, the library may request it through the Peninsula Library System (PLS) via interlibrary loan

<https://canadacollege.edu/library/textbooks.php>

OER/ZTC Resources: The Cañada College Library maintains informational guides related to Open Educational Resources (OER) and Zero Textbook Cost (ZTC) for faculty. To learn more about OER resources, or to learn about how to use Library-licensed material in your courses [visit the Library's Online Teaching Resources page under Faculty Services](#).

8.3.2 COPYRIGHTED MATERIALS

For guidelines on Copyright, Fair Use, Open Access, Open Educational Resources, Public Domain, and Library- licensed material, see [Cañada College Library's Copyright Guide](#).

8.3.3 ONLINE TEACHING RESOURCES

For guidelines on Copyright and Fair Use for online instruction, including Open Educational Resources, streaming video, Zoom, and Distance Education resources, see [Cañada College Library's guide to Online Teaching Resources for Faculty.](#)

9 STUDENT SERVICES

Cañada College student support services and special programs offers a variety of programs and services, both in-person and online to meet the needs of students. A complete list of Student Services can be found on the [Cañada College Support Services & Special Programs website](#).

9.1 WELCOME CENTER

The Welcome Center is the place for new, continuing and returning students to get assistance with navigating the college. We serve new students through the matriculation process (orientation, assessment, counseling, registration) as well as continuing and returning students who are looking for more information on how to access services needed to be successful in college. For more information visit the [Welcome Center website](#).

9.2 ASSESSMENTS

Cañada College Assessment Services conducts the college assessment program which includes English, Reading, ESL, and Mathematics assessment components. These assessments are intended to measure skills which research has shown to be closely related to academic success. These multiple measurements represent student strengths and capabilities. Students are advised to discuss course placement results with a counselor so that they can assist with the development of a student educational plan (SEP). For specific assessment details and student rights with placement, please refer to the [Welcome Center's Assessment website](#).

9.3 ACADEMIC COUNSELING

Counseling Services are designed to (1) assist students to make decisions about educational and career goals; (2) provide academic planning to complete certificate, associate degree, and/or university transfer programs; (3) help students evaluate academic readiness and plan coursework to build skills; (4) assist students to use campus services and resources; and (5) acquaint students with skills, strategies, and techniques to enhance academic success. For more details on specific services or to make a counseling appointment, please visit the [Counseling Services website](#).

Transfer Services assists students in planning for transfer to a four-year college or university. Information and workshops are offered on choosing a college, application fees, ADT (Associate Degree Transfer) requirements, completing online university transfer application forms which include assisting with application essays for UC and Private Universities, CSU Supplemental Applications as well as university application updates throughout the year. Cañada College has special transfer admission agreements that can guarantee transfer admission in a specific major with a number of four-year institutions. For further information, visit the [Transfer Services website](#).

9.4 CAREER CENTER

Career Services assists students in developing career awareness, exploring related internship and employment options, and outlining career pathways. Services provided include (1) one-on-one career counseling; (2) classes on educational and career decision-making; (3) access to career assessments to identify personal traits, interests, values, and strengths that can influence choice of major and career; (4) career resources such as major, career, and internship fairs on campus; (5) research detailing labor

market trends and the employment landscape; (6) workshops on various career-related topics. Career Services staff are available to come into classrooms to present modules on choosing a major, exploring career pathways, searching for employment and internships, writing resumes and cover letters, and interviewing. For more details on specific services or to make a counseling appointment, please visit the [Career Services website](#).

9.5 PERSONAL COUNSELING

Students seeking free personal counseling services can be referred to the Personal Counseling & Wellness Services Department which offers: (1) personal counseling services (both individual and group counseling) for students, (2) assistance with on-campus and off-campus referrals, (3) consulting for faculty and staff, (4) in-service trainings, (5) clinical supervision and training for intern counselors who provide personal counseling services for students, (6) Mental Health Peer Educator Programming for students, faculty, and staff and an Active Minds Club for students, (7) outreach activities, and (8) assistance in crisis situations. For further information, visit the [Personal Counseling Center website](#).

9.6 FINANCIAL AID

The Financial Aid program provides assistance and advice to students who would be unable to attend Cañada College without such help. Grants, loans, and part-time employment are available to meet the difference between what the student and their family would reasonably be expected to provide and the expected cost of attending Cañada College. Additional information may be obtained on the [Financial Aid website](#).

9.7 SCHOLARSHIPS

Through the San Mateo County Community Colleges Foundation and by the immense generosity of our donors, many thousands of dollars in scholarships are awarded each year to assist hundreds of students who are beginning or continuing their education at Cañada College or who are transferring from Cañada College to four-year colleges and universities. Visit the [Scholarship website](#) or their location inside the Financial Aid Office for more information.

9.8 BASIC NEEDS SUPPORT (SPARKPOINT)

At Spark Point, students can set up personalized financial coaching sessions to learn more about budgeting, credit, debt, and creative ways to expand their budget, like grabbing free groceries on campus and accessing public benefits. Visit the [SparkPoint website](#).

9.9 CALWORKS PROGRAM

CalWORKs (California Work Opportunity and Responsibility to Kids) assists students receiving cash-aid (Temporary Aid to Needy Families [TANF]) through CalWORKs County programs with a variety of coordinated support services. These services include academic and personal counseling, work-study, priority registration, assistance applying for financial aid and scholarships, parenting workshops, job and life skills training, and computer access. The Cañada College CalWORKs program also assists the Human Services Agency with providing CalWORKs students with textbooks, supplies, childcare cost assistance, and transportation assistance, as they pursue education/training to increase employment opportunities that lead to self-sufficiency. For more information or to make a referral, visit the [CalWorks website](#).

9.10 EOPS/CARE & NEXTUP

Extended Opportunity Programs and Services (EOPS) is a comprehensive support program that aims to provide eligible students with support “over, above, and in addition to” those provided to the general college population. Eligible students receive individualized counseling, priority registration, tutoring, study skills workshops, transfer services, assistance with textbook and transportation costs, assistance with the financial aid/scholarship process, and access to the EOPS computer lab. Students must meet financial, educational, and unit requirements to qualify.

Cooperative Agencies Resources for Education (CARE) provides services to EOPS students who are single parents receiving cash-aid for their children. In addition to EOPS services, CARE students receive meal cards, childcare assistance, and parenting workshops.

NextUp provides services to EOPS students under the age of 26 who have been identified as current or previous foster care recipients whose dependency was established or continued by the court on or after their 13th birthday. In addition to EOPS services, NextUp students receive meal assistance, specialized workshops, educational grants and much more.

For more information on these programs or to make a referral, visit the [EOPS website](#).

9.11 DISABILITY RESOURCE CENTER (DRC)

The Disability Resource Center provides academic adjustments and support services for students who have a verified disability to ensure equal access to an education. The DRC serves all disabilities including (but not limited to) deaf/hard of hearing, blind/low vision, physical, autism spectrum disorder, acquired brain injury, attention deficit hyperactivity disorder, learning differences, and mental health. Also provided are accommodations for temporary disabilities such as a broken leg or arm, a pregnancy-related disability condition/childbirth or recuperation from surgery. The DRC provides academic accommodations such as note taking, test proctoring, textbooks in alternate formats (Braille, e-text, audio, or large print), reader/scribe for tests, interpreting services, and assistive technology services based on individual need.

Students who may benefit from disability-related academic support services are encouraged to use our [online application forms](#). Once received, we will contact you to schedule an intake appointment with one of our DRC Counselors. Please contact us at canadadrc@smccd.edu or (650) 306-3259 for any questions or assistance. For more information, visit the [Disability Resource Center website](#).

9.12 VETERANS SERVICES

The Veterans Resource Opportunity Center (VROC) assists veterans, reservists, active-duty members and dependents by providing services and information for VA benefits, on-campus resources, scholarships, transfer college information, and more. For more information, please visit the [Veterans Services website](#).

9.13 CARES TEAM (CAÑADA COLLEGE ASSESSMENT, RESPONSE, & EVALUATION OF STUDENT TEAM)

The CARES Team is a behavioral intervention team on campus that is available to assist faculty and staff with students exhibiting behaviors which are of concern. If a student's behavior indicates personal distress and/or there is a pattern of disruptive and/or disturbing behavior, then faculty, staff, and students are

encouraged to complete a [CARES referral form](#). The reported information will be forwarded to the CARES Team.

The [CARES website](#) provides information about the Team, definitions of behaviors of concern, how to file a CARES report, and campus and community resources.

In case of emergency, please do not refer students to CARES. Contact Public Safety at (650) 738-7000 or dial 911.

9.14 HEALTH SERVICES CENTER (PART OF THE CAÑADA COLLEGE WELLNESS CENTER)

The Health Services Center is open Mondays through Fridays for both free telemedicine/zoom and in-person student appointments during the fall and spring semesters. Summer hours may vary.

Free health services include: confidential medical advice from a licensed healthcare provider, treatment of a variety of illnesses and injuries, tuberculosis screenings, over the counter and prescription medications, including birth control, STD testing and treatment, lab work, vaccines, physicals, pap smears, referrals, and more.

To schedule a free health appointment with the College Physician or Nurse Practitioner or a classroom presentation, email canhealth@smccd.edu, call (650) 306-3309, or stop by in person during our hours of operation in Building 5, Room 303. For more information, please visit the [Health Center website](#).

Accidents on campus should be reported to the Health Center. Limited campus insurance coverage is offered for student injuries on campus and for college-sponsored trips.

9.15 UNDOCUMENTED COMMUNITY CENTER

The Undocumented Community Center (UCC) is a dedicated safe space for undocumented students, students from mixed status families, and allies. The UCC can assist with issues including AB540 admissions, DACA and the California Dream Act. The Center also provides information and resources on scholarships, clubs, immigration services, food pantry and community resources. For more information, please visit the [Undocumented Community Center website](#) or their location in Building 9, Room 118.

9.16 STUDENT LIFE AND GOVERNMENT

An important aspect of college life is student participation in out-of-class activities such as Associated Students (Student Senate) and other student government committees and related functions. The Associated Students serve as the official representatives of the students in shared governance matters. In addition, the College has a broad selection of clubs and organizations in which students can participate. A list of these, along with the faculty advisors associated with them, may be obtained on the [Student Life website](#). Any faculty member interested in serving as an advisor to a student group can also contact the Center for Student Life for additional information.

10 EMERGENCY PROCEDURES

In case of an emergency such as fire, catastrophic accidents, etc., the individual instructor or staff member must make on-the-spot judgments and is authorized to call the police, fire department, or

ambulance using 911 from a campus telephone or their own mobile phone. Further information about responding to various types of emergencies can be found on the [District Department of Public Safety website](#).

In such matters as thefts, vandalism, student behavior problems, accidents, etc., faculty and staff members should report these incidents to the Public Safety Office, (650) 738-7000. In matters of student behavioral issues, faculty should report these to their Division Dean and the Vice President, Student Services, (650) 306-3318.

AlertMe enables District Public Safety to send emergency information by text messages to cell phones on a free subscription basis. As a currently enrolled student or an employee, you are automatically subscribed for your campus notifications.

In light of recent disasters in California fire, it is crucial to revisit and update our Emergency Instructional Continuity Plan. This plan ensures that instructional activities continue uninterrupted during emergencies that disrupt normal college operations. Cañada College has developed strategies to maintain academic integrity, support faculty and students, and ensure equitable access to learning. The [Guideline](#) can be found at the [Vice President of Instruction's website](#).

11 APPENDIX A: CAÑADA COLLEGE ACADEMIC SENATE

<https://canadacollege.edu/academicsenate/index.php>

11.1 CAÑADA COLLEGE ACADEMIC SENATE CONSTITUTION

Preamble

We, the faculty of Cañada College, do hereby establish the Academic Senate in order to promote the best interests of higher education at Cañada College and the San Mateo County Community College District.

Name

The name of this organization shall be the Cañada College Academic Senate (herein referred to as the Senate).

Purpose

The purpose of the Cañada College Academic Senate shall be to make recommendations regarding academic and professional matters to District Academic Senate, the College and District administration, the Board of Trustees, and to other appropriate individuals and bodies. The Board of Trustees shall ensure the right of the Senate to assume primary responsibility with respect to academic and professional matters, including exercise of the authority to appoint faculty to committees or groups dealing with academic and professional matters as specified in Title 5, Section 53203(f), and full participation in collegial consultation processes. Academic and professional matters as defined in Title 5, Section 53200, include the following:

1. Curriculum, including establishing prerequisites
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for instructional planning and budget development
11. Other academic and professional matters as mutually agreed upon

Powers and Responsibilities

The powers of the Academic Senate derive from Title 5. All authority and responsibilities of the Senate and its subcommittees shall be exercised in accordance with the bylaws.

Revised 5/12/16

[Printer-friendly version](#)

11.2 BYLAWS OF THE CONSTITUTION OF THE CAÑADA COLLEGE ACADEMIC SENATE

11.2.1.1 ARTICLE I: ORGANIZATION AND MEMBERSHIP

Section 1: The Academic Senate represents all certificated full-time and part-time faculty of Cañada College. (“Faculty,” as used here, is defined in Title 5 CCR Sections 53402, 53301 and 53302)

Section 2: The Academic Senate shall consist of (a) officers elected by the college faculty, (b) Curriculum and Professional Development Committee faculty chairs, or their designee, (c) senators elected or appointed by each instructional and student service division of the college, and (d) one adjunct representative senator elected by the adjunct faculty of the college.

Section 3: The Executive Committee consists of either the Senate President or Vice President, along with at least two other members of the Academic Senate selected by the Academic Senate.

Section 4: The Academic Senate may call upon faculty for the payment of professional dues to support the purposes of the Academic Senate as defined in its Constitution. However, professional dues are not to be a condition for eligibility to vote in Senate elections, and no sanctions are to be imposed upon faculty who do not pay such professional dues. Collection of voluntary dues payments shall be accomplished through payroll deduction.

11.2.1.2 ARTICLE II: ELECTION OF OFFICERS

Section 1: The president shall appoint an Election Committee subject to the approval of the Academic Senate. This appointment should take place by the first Academic Senate meeting in March. The Election Committee shall consist of at least two Senate members who represent different divisions and who are not running for Senate office. The responsibilities of the Election Committee shall be to:

- establish an election timeline,
- solicit and collect names of nominees,
- create, distribute, collect and count the ballot,
- announce election results.

Section 2: All faculty members, as defined in Article I, shall constitute the electorate for Senate officers and amendments to the Senate constitution.

Section 3: The report of nominations by the Election Committee shall be submitted to the Academic Senate at least two weeks prior to the election. Additional nominations may be made from the floor at this time. Nominations will be closed upon action by the Academic Senate.

Section 4: In the case where, upon close of the nominations, a candidate is unopposed, the officer candidate may be elected by unanimous vote of the Academic Senate. If the vote is not unanimous, an election shall be held.

Section 5: In the case that there are no nominees for a vacant office, the office shall remain vacant and the Election Committee shall schedule a special election to occur during the following semester. The candidate elected in the special election shall complete the remaining term of the office.

Section 6: All candidates shall have the opportunity to address the Senate at a meeting prior to the election.

Section 7: Elections shall be held by written or electronic ballot. Identities of the voters must be validated. Ballots are to be returned and tabulated on or before the last Academic Senate meeting of the academic year.

Section 8: Election results may not be announced in part.

Section 9: Officers shall be elected by simple majority of the ballots cast. A tie shall be resolved by a simple majority vote of the current Academic Senate.

Section 10: The Academic Senate shall have the authority to interpret rules for the call and conduct of elections.

Section 11: On petition of at least 40% of the faculty electorate, a special recall election shall be held for any officer of the Academic Senate. The recall election shall occur within two weeks of validation of the petition. The officer shall be considered recalled by a two-thirds majority of the ballots cast by the electorate.

11.2.1.3 ARTICLE III: ELECTION OF ADJUNCT REPRESENTATIVE

Section 1: Any individual who is currently adjunct faculty at Cañada College is eligible for the representative position. The individual may continue as representative for the duration of their term, even if they do not have a teaching assignment at Cañada in any of the subsequent semesters during the term.

Section 2: The president shall announce the adjunct representative position no later than the first September Academic Senate meeting of each year.

Section 3: The nominations for the adjunct representative position shall be confirmed in the next Academic Senate meeting.

Section 4: Current adjunct faculty at Cañada will have the opportunity to vote on nominees for at least ten days.

Section 5: After the voting period closes, election results will be announced at the next Academic Senate meeting.

Section 6: The term of the adjunct representative is one-year renewable. The individual may continue as adjunct representative into the next academic year until a new individual has been elected adjunct representative or the individual has been reelected to the position.

11.2.1.4 ARTICLE IV: COMPOSITION AND TERMS OF THE ACADEMIC SENATE

Section 1: The officers of the Academic Senate shall be: President, Vice President, Secretary and Treasurer. The officers shall be elected for a term of two years. They shall assume the duties of their respective offices at the first day of the academic year. The President and Vice President shall be elected

in odd numbered years, and the Secretary and Treasurer shall be elected in even numbered years. Upon completion of his/her term, the outgoing President shall be invited to serve one year as an ex officio non-voting member of the Academic Senate.

Section 2: During the current President's first year of service, the most recent President will, by mutual consent, advise the incoming President for up to one academic year. If the past President can't serve as advisor, the Academic Senate may vote on a recent (within 10 years) past Academic Senate President to fulfill the advisor role.

Section 3: Vacancies of elected officers will be filled as follows:

- Succession: If the President cannot complete his/her term, then the Vice President will succeed the President for the duration of the President's elected term.
- Appointment: If any elected officer position other than the President cannot fulfill his/her term, then the balance of the Academic Senate shall, after deliberation, appoint a faculty member to complete that individual's term.

Section 4: The Senators of the Academic Senate shall be: the Curriculum Committee faculty Chair or designee, Professional Development faculty chair or designee, one representative from each Instructional and Student Service Division, and one adjunct representative.

1. A. Divisions which include six or fewer full-time faculty may, by mutual choice, join another division for purposes of representation.
2. B. Faculty who are not members of a clearly defined division may, by mutual choice, join a division for purposes of representation.

Section 5: Senators shall be elected or appointed by their respective constituency and appointed by the Academic Senate for a one-year term.

11.2.1.5 ARTICLE V: DUTIES OF OFFICERS

Section 1: The President shall preside at all meetings of the Academic Senate. The President shall in every way endeavor to promote the interests and purposes of the Senate. The President shall uphold the Constitution and Bylaws of the Senate. The President shall appoint all temporary chairpersons of standing and special committees, and they shall serve subject to the approval of the Academic Senate. The President shall require an audit of the Senate books at the close of each academic year. The President shall meet regularly with the District Academic Senate to coordinate activities and policies which involve the faculties of the three colleges. The President, or designee, shall serve on District governance committees.

Section 2: The President of the Senate shall consult with the standing committees of the Senate. Subcommittees of the Senate shall submit to the President their respective chair nominees for the upcoming academic year. In addition, the President may make other nominations as needed. The President shall submit these nominees to the Academic Senate for acceptance at the first Senate meeting of the new academic year. Those nominees accepted by the Academic Senate shall begin their duties immediately.

Section 3: The Vice President shall serve as assistant to the President and shall serve as President in the absence of the President. The Vice President shall serve on the District Academic Senate. Other responsibilities of the Vice President shall be mutually agreed upon with the President.

Section 4: The Secretary shall keep a record of the proceedings of all Academic Senate meetings. In cooperation with the President, the Secretary shall prepare agendas for the meetings of the Senate and post minutes of the meetings and relevant materials online. The Secretary shall maintain the files of the Senate, and shall be responsible for carrying on the correspondence pertaining to the affairs of the Senate as directed by the President.

Section 5: The Treasurer shall receive all remunerations belonging to the Senate. The Treasurer shall pay out the funds of the Senate on orders signed by the President. The Treasurer shall keep an itemized list of receipts and expenditures and shall make a written report of the prior academic year at the first regular meeting of the Senate. The Treasurer will prepare a budget for the operation of the Senate at the beginning of each academic year and as requested by the President. The Treasurer will invite all new full and adjunct faculty to provide voluntary payroll deductions as dues to the Academic Senate.

11.2.1.6 ARTICLE VI: DUTIES OF THE ACADEMIC SENATE

Section 1: The Academic Senate shall represent the members of the College faculty. It shall be the policy-making body of the faculty. It shall deliberate and act upon such matters of faculty interest and concern as are brought to its attention. It shall, through the President or through its special delegates, serve as the voice of the faculty and, when so directed, represent the faculty in relations with the district.

Section 2: The Academic Senate shall make all faculty appointments to committees of the College.

Section 3: The Academic Senate shall make recommendations to the Cañada College President regarding faculty-related concerns.

Section 4: The Academic Senate shall require minutes of action items to be kept and made available to members of the faculty.

Section 5: The Academic Senate shall meet on a regular basis to receive and consider the reports and recommendations of the Senate President, the chairpersons of the standing committees, and the Division Representatives. A summary of these reports shall be included in the minutes and posted online for all members of the faculty.

Section 6: Major issues, as defined by the Academic Senate, shall be submitted to members of the faculty for their deliberation. An advisory poll or vote may be called by the Academic Senate President at the direction of the Academic Senate, or by a petition endorsed by no fewer than 10% of the members of the faculty.

11.2.1.7 ARTICLE VII: SENATE COMMITTEES AND THEIR DUTIES

Section 1: The Executive Committee shall be the authorized representative of the Academic Senate during the summer session and/or winter break.

Section 2: There shall be standing committees of the Academic Senate related to curriculum and other matters identified by the Academic Senate. All authority and responsibilities of these committees shall be exercised through the Academic Senate.

Section 3: As necessary, the President may constitute committees, workgroups and task forces, and appoint faculty to these bodies with the approval of the Academic Senate. At the Academic Senate's discretion, students may be appointed to committees. Student representatives may have the same voting privileges as faculty members.

Section 4: All committees established by the Senate shall be advisory and shall be responsible to the Academic Senate.

Section 5: All committees established by the Senate, must ensure that their Bylaws are developed in consultation with the Academic Senate and are consistent with the Senate's Constitution and Bylaws.

Section 6 – Curriculum Committee:

The primary function of the Curriculum Committee shall be to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the district, be understandable to our students and staff, articulate with high schools and four-year institutions, and support the goals and objectives of the San Mateo County Community College District and Cañada College.

The Curriculum Committee shall make recommendations to the Academic Senate about general instruction policies and standards, and degree and certification requirements. The Curriculum Committee shall also deliberate over the initiation and modification of programs and courses. To do this, the Curriculum Committee shall seek input from those campus and committee individuals who are affected by curricular decisions, and whose input is needed by the Curriculum Committee to make informed decisions. The Committee shall request the Office of the President of Cañada College to provide such information as is necessary for its deliberations and actions.

All standing subcommittees of the Curriculum Committee shall have a written charter and guidelines. In addition, these subcommittees shall present, at minimum, annual reports to the Curriculum Committee.

ACTION AT OFFICIAL MEETINGS

Section 1: A quorum for taking action at a meeting of the Senate shall consist of a simple majority of the Academic Senate members. Vacant positions, but not absences, are excluded from the calculation of quorum.

Section 2: A quorum for taking action at a meeting of the Executive Committee shall consist of a simple majority of the Executive Committee members.

Section 3: A quorum for taking action at a meeting of all other Senate subcommittees shall consist of a simple majority of the committee members.

Section 4: Senators that will be absent for a vote may, pending approval of the Academic Senate, transfer their voting rights to another delegate who is a member of their representative constituency. Officers are not allowed to transfer their voting rights.

11.2.1.8 ARTICLE IX: AMENDMENTS

Section 1: The Constitution may be amended by a vote of the faculty as defined by Article

I. Amendments shall require at least 60% of the faculty electorate votes cast for adoption. Proposed amendments must be announced as a discussion and/or action item on the regularly distributed agenda for the Academic Senate meeting at which they will be addressed. Copies (hard or electronic) of these proposed amendments must be filed with the Senate Secretary and provided to all faculty members at least two weeks preceding the vote.

Section 2: The Bylaws may be amended by a vote of the Academic Senate. Amendments shall require a simple majority of the Senate votes cast for adoption. Proposed amendments must be announced as a discussion and/or action item on the regularly distributed agenda for the Academic Senate meeting at which they will be addressed. Copies (hard or electronic) of these proposed amendments must be filed with the Senate Secretary and provided to all Senate members at least two weeks preceding the vote.

Approved 4/14/22

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11.3 PROCEDURES OF THE CAÑADA COLLEGE ACADEMIC SENATE

This document describes the practices and procedures of the Academic Senate of Cañada College. It is the intent that all procedures of the Senate are conducted in accordance with the Senate's Bylaws and in compliance with California's Open Meetings Act. Changes to these procedures require a majority vote of the Academic Senate.

Draft Document - the procedures described below are based on current practices but have not been officially approved as precedent

11.3.1.1 ASCCC MEETINGS/CONFERENCES/TRAINING

The Academic Senate will advertise ASCCC events and professional development opportunities to college faculty. The Academic Senate uses its funds collected from dues, up to the amount allocated for such purposes in its annual budget, to cover the costs of attending ASCCC events. Typically, funding is prioritized for Plenary and Curriculum meetings. When the Senate's budget for meeting/conference attendance is exhausted, faculty are encouraged to apply for Faculty Professional Development funds. Funding by the Academic Senate is approved through either consent or regular action item on agenda.

11.3.1.2 AWARDS AND GRANTS FROM THE SENATE

A working group of the Senate will advertise ASCCC awards, local awards/grant opportunities to faculty and make recommendations to the Senate regarding approval of applications and nominees. These include, but are not limited to, the ASCCC's Hayward, Exemplary Program, and Diversity awards; local Supplemental Travel, Speaker Honoria, Outstanding faculty and staff awards. A record of winners of these awards is maintained on the Senate website.

11.3.1.3 ESTABLISHING THE EXECUTIVE COMMITTEE

The Academic Senate will, at the final meeting of the academic year, appoint its members to serve as the Executive Committee during the Summer break. The AS shall authorize the Executive Committee, in accordance with the Academic Senate bylaws, to act on behalf of the Senate during this time. Members of the EC are selected based upon their being reasonably available during the summer. The intent of establishing the EC is to allow the Senate to have discussion and take action on issues that cannot reasonably be postponed until the commencement of the academic year.

11.3.1.4 FACULTY APPOINTMENTS TO COMMITTEES

The Senate Secretary maintains records of all faculty appointments to committees. At the end/start of each semester the Vice President or President requests a listing from the Division Deans of the faculty appointments to peer evaluation committees (tenured and tenure-track). These appointments are submitted to the Senate for consideration and approval (usually by consent agenda).

At the end of April, the Senate Secretary solicits a report from the chairs of the college's standing committees to identify which faculty seats will become vacant in the next academic year. A call for volunteers to serve is sent to the faculty. At the start of the academic year, the Senate Secretary requests proposed faculty appointments from the committee chairs. These appointments are submitted to the Senate for consideration and approval (usually by consent agenda). The Senate Vice President maintains the current list of faculty appointments and posts it online on the Senate website.

11.3.1.5 FACULTY COORDINATORS FOR COLLEGE-WIDE INITIATIVES

The Academic Senate facilitates the selection of, and ultimately recommends, faculty to serve as coordinators for college-wide initiatives such as Equity, Honors, Online Instruction, Assessment. These coordinator roles are viewed by the Senate as professional development and leadership-building opportunities. Every coordinator role becomes open to all members of the faculty on a regular basis. Applicants are reviewed by a committee of at least three faculty. It is recommended that, when possible, a replacement coordinator be selected and given one semester of overlap with the exiting coordinator for mentorship and transition. Records of these appointments are maintained on the Senate website.

11.3.1.6 REASSIGNED TIME

Academic Senate in collaboration with the Instructional Planning Council, the Office of Instruction, and the Business Office maintain a record of [current and past reassigned time faculty positions](#). For the 2022-23 academic year, Academic Senate directly allocated the following Reassigned Time: 0.4 FTE for President, 0.6 FTE for Curriculum Chair, 0.4 FTE for Vice President, 0.2 FTE for Secretary, 0.2 FTE for Treasurer, 0.2 FTE for Past President, and 0.02 FTE for Adjunct Representative. The Senate President can modify the distribution of Academic Senate reassigned time depending on local needs for the academic year.

11.3.1.7 FACULTY ROSTER

The Senate will maintain a list of all full-time faculty, their discipline and tenure status. The date of retirements and other vacancies shall be recorded so that a record of replacement or reallocation to other discipline can be established.

11.3.1.8 FINANCIAL RECORDS

The advice of the College Business Office is that the Senate Treasurer maintain Senate financial records for a period of three years (five years if federal funds are involved); after this time, they can be destroyed.

11.3.1.9 MEETING PROCEDURES

Meetings of the Academic Senate strive to follow Roberts Rules of Order.

11.3.1.10 POSTING OF SENATE AGENDAS, MINUTES AND MATERIALS

The Senate President, or designee, posts the agenda, minutes, and all materials presented at senate meetings on the Senate website. Agendas are emailed campus-wide, posted online and, in accordance with the Brown Act, physically displayed in a publicly-accessible location, 72 hours in advance of regular meetings. Whenever possible, relevant materials are posted online prior to the meeting so that members of the Senate, faculty and public are able to review in advance and be better able to participate.

A draft of meeting minutes is posted online prior to the meeting in which they will be adopted via the consent agenda.

11.3.1.11 RESOLUTIONS AND DIGEST OF SENATE ACTIONS

Copies of formal resolutions of the Senate are maintained on the Senate website as an adjunct to what is recorded in meeting minutes.

At the end of each academic year, the Senate will compile a list of its major actions accompanied by the date on which the action was approved.

11.3.1.12 SENATE PROJECTS/ONGOING DISCUSSION

The Senate may engage in topics that require discussion and action spanning multiple meetings over the course of a semester or academic year(s). These projects/ongoing discussions may also involve significant involvement of other governance bodies. In such cases it is critical that the public be able to track developments over time. The Senate documents these projects/ongoing discussions through creating dedicated web pages that collate all relevant information in chronological sequence.

11.3.1.13 SOLICITATION OF FACULTY DUES

At the start of each semester, the Senate Treasurer requests from the college administration a list of all new faculty (full and part-time). The Treasurer invites them to make voluntary contributions to the Senate as dues.