

# FACULTY HANDBOOK

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# Campus Map



## Oxnard College Campus Map

### A ..... ADMINISTRATION

President's Office, Student Learning, Foundation, Institutional Research, Business Services, Civic Center, Fiscal Services, Payroll  
Campus Police Building (1st Floor)

### AA ..... Administration Annex

Classrooms

### A+D ..... Art + Design Complex

### ASG ..... Assoc. Student Gov't (ASG) Offices

ID Photos, Basic Needs Center, Dream Resource Center, Student Lounge

### AT ..... Automotive Technology

### CDC ..... Child Development Center

### CC ..... Condor Cafe

### CH ..... Condor Hall

### DM ..... Digital Media Center, OCTV

### DH ..... Dental Programs

### LS ..... Letters & Science

### LA ..... Liberal Arts

### LLRC ..... Library/Learning Resource Center

Library, Instructional Tech., Tutorial Center

### M&O ..... Maintenance - Warehouse - Facilities

### MN ..... McNish Gallery

### OE ..... Occupational Education

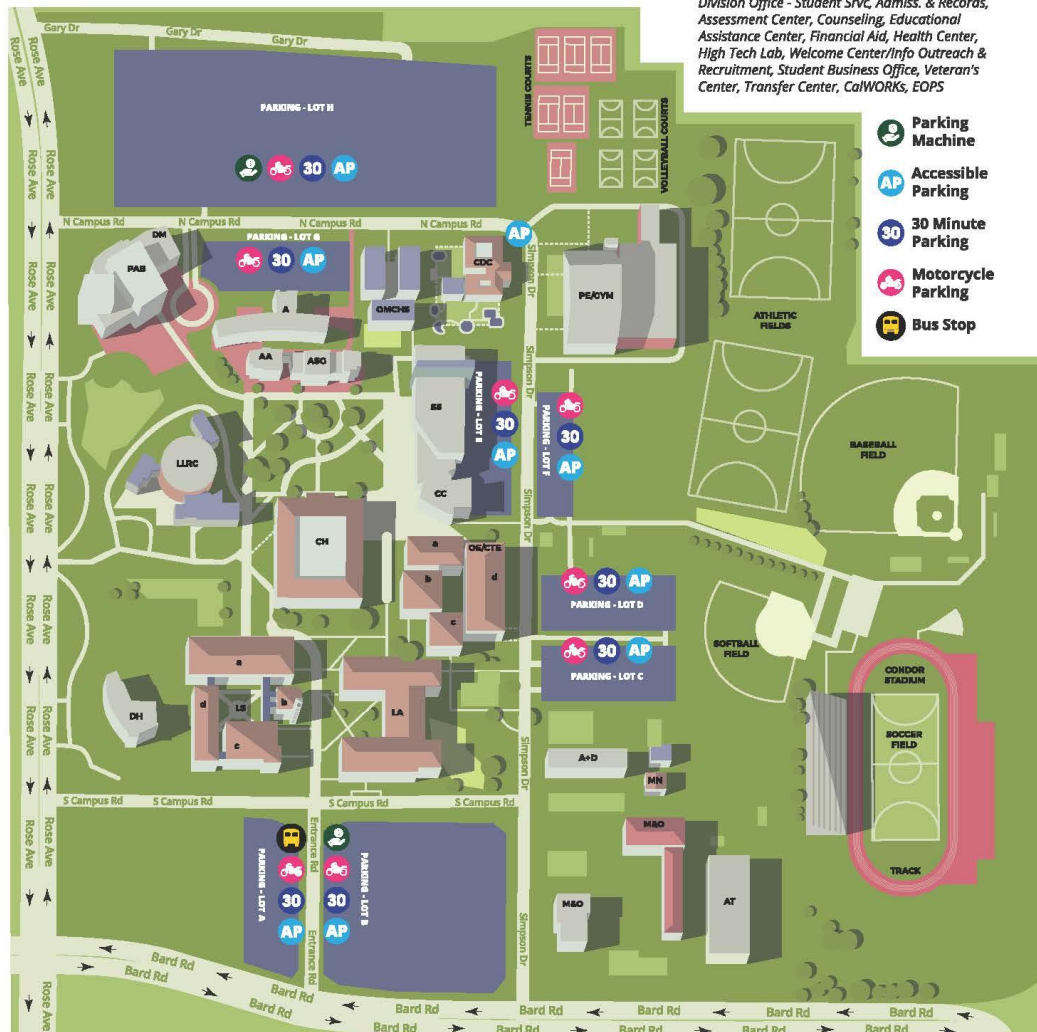
### OMCHS ..... Oxnard Middle College High School

### PAB ..... Performing Arts Building

### PE/GYM ..... Physical Education/Gymnasium

### SS ..... Student Services & Administration

Division Office - Student Srvc, Admiss. & Records, Assessment Center, Counseling, Educational Assistance Center, Financial Aid, Health Center, High Tech Lab, Welcome Center/Info Outreach & Recruitment, Student Business Office, Veteran's Center, Transfer Center, CalWORKS, EOPS





# Oxnard College Campus Map

**A .....Administration Building**

President's Office, Student Learning, Foundation, Institutional Research,  
Business Services, Civic Center, Fiscal Services, Payroll,  
Campus Police Building (1st Floor)

**AA .....Administration Annex**

**ASG .....Associated Student Government (ASG) Offices/ ID Photos**

Student Lounge, Classrooms (AA-101, AA-106, AA-107)

**AT .....Automotive Technology**

**CDC .....Child Development Center**

**CC .....Condor Cafe**

**CH.....Condor Hall**

**DM .....Digital Media Center, OCTV**

**DH .....Dental Programs**

**LS .....Letters & Science**

**LA .....Liberal Arts**

**LLRC.....Library/learning Resource Center**

Library, Instructional Technology, Tutorial Center

**M&O.....Maintenance - Warehouse - Facilities**

**MN .....McNish Gallery**

**NH .....North Hall**

**OE.....Occupational Education**

**OMCHS .....Oxnard Middle College High School (Jobs &**

**PAB.....Performing Arts Building**

**PE/GYM .....Physical Education/Gymnasium**

**SS .....Student Services & Administration**

Division Office, Student Services, Admissions & Records, Student Business Office,  
Assessment Center, Counseling, Educational Assistance Center (DSP&S),  
Financial Aid, Health Center, High Tech Lab, Transfer Center, CalWORKs, EOPS,  
Welcome Center/ Info Outreach & Recruitment, Veteran's Center

# Instructional Calendar

## Ventura County Community College District 2023-2024 Instructional Calendar

### SUMMER 2023

#### Moorpark College:

May 22: 4-Week, 6-Week, and 11-Week Sessions  
June 12: 4-Week and 8-Week Sessions  
June 19: 4-Week Session  
July 10: 4-Week Session

#### Oxnard College:

May 22: 4-Week, 6-Week, and 11-Week Sessions  
June 12: 8-Week Sessions  
June 19: 4-Week, 5-Week and 6-Week Sessions  
June 26: 6-Week Session  
July 10: 4-Week Session

#### Ventura College:

May 22: 4-Week and 6-Week Sessions  
June 12: 4-Week and 8-Week Sessions  
June 19: 4-Week and 6-Week Sessions  
July 10: 4-Week Session

Holidays 5/29, 6/19, 7/4

### Summer 2023

	S	M	T	W	Th	F	S
May 2023	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
June 2023	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
July 2023							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
August 2023	30	31					
	6	7	8	9	10	11	12

### Saturday Classes

Possible Instructional Days:	10
First Day of Instruction:	5/20
No Instruction:	5/27, 7/1
Last Instruction Day/Final Exam:	8/5

### Summer 2023

### Fall 2023

15
8/19
8/12, 9/2, 11/25
12/9

### Spring 2024

15
1/20
1/6, 1/13, 2/17, 4/6
5/11

### Fall Semester 2023: 88 days

Instructional Days:	84 (includes final exam days)
Self-Assigned Flex Days:	3
Mandatory Flex Days:	1
First day of instruction for full-semester classes:	8/14
Holidays:	9/4, 11/10, 11/23-24
Final Exam Week:	12/11-12/15
Last day of fall semester:	12/15

### Spring Semester 2024: 87 days

Instructional Days:	84 (includes final exam days)
Self-Assigned Flex Days:	3
Mandatory Flex Days:	0
First day of instruction for full-semester classes:	1/8
Holidays:	1/15, 2/16, 2/19, 4/1
Spring Break:	4/1-4/5
Final Exam Week:	5/10-5/16
Last day of spring semester:	5/16

### Fall 2023

	S	M	T	W	Th	F	S
August 2023			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
September 2023						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
October 2023	24	25	26	27	28	29	30
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
November 2023	29	30	31				
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
December 2023	26	27	28	29	30		
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

### Spring 2024

	S	M	T	W	Th	F	S
January 2024		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
February 2024					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29		
March 2024						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
April 2024	31						
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
May 2024	28	29	30				
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

## Academic Calendar

### FALL SEMESTER 2023 AUGUST 14 – DECEMBER 15, 2023

<b>August 14</b>	First day of semester-length traditional classes. First day of late registration.
<b>August 25</b>	Last day to add semester-length classes.
	Last day to drop a class and apply for enrollment, health and parking fee refunds. Last day to drop with a full refund or credit.
<b>September 2-4</b>	<i>Labor Day</i> – NO CLASSES
<b>September 4</b>	Last day to drop semester-length classes without a transcript entry
<b>September 19</b>	<i>Self-assigned Flex-day</i> – <b>No Classes</b>
<b>October 18</b>	<i>Self-assigned Flex-day</i> – <b>No Classes</b>
<b>November 9</b>	<b>At 12 Noon</b> - Last day to apply for fall 2023 Associate Degree or Certificate of Achievement
<b>November 10</b>	<i>Veterans Day</i> – NO CLASSES – Campus Closed
<b>November 17</b>	Last day to drop semester-length classes with a "W" (withdrawal)
<b>November 23-26</b>	<i>Thanksgiving Holiday</i> – NO CLASSES
<b>December 11-15</b>	<u>Final Exam Week for fall 2023</u>
<b>December 15</b>	Last day to declare Pass/NoPass (P/NP) grading option

### SPRING SEMESTER 2024 JANUARY 8 – MAY 16, 2024

<b>January 8</b>	First day of semester-length traditional classes. First day of late registration.
<b>January 13-15</b>	<i>Martin Luther King Jr. Day</i> – NO CLASSES
<b>January 19</b>	Last day to add semester-length classes. Last day to drop a class and apply for enrollment, health and parking fee re-funds. Last day account credited if dropping classes.
<b>January 28</b>	Last day to drop semester-length classes without a transcript entry
<b>February 7</b>	Self-assigned Flex-day Break – NO CLASSES
<b>February 16-19</b>	<i>Presidents Day Holiday</i> – NO CLASSES
<b>March 7</b>	Self-assigned Flex-day Break – NO CLASSES
<b>March 14</b>	Primary Graduation Application Deadline: <b>At 12 Noon</b> - Last day to apply for Spring 2024 graduation to earn degrees/certificates AND have your name included in the commencement ceremony program.
<b>April 1</b>	Cesar Chavez Day – NO CLASSES
<b>April 1 – 6</b>	Spring Break – NO CLASSES
<b>April 11</b>	Secondary Graduation Application Deadline: <b>At 12 Noon</b> - Last day to apply for Spring 2024 graduation to earn degrees/certificates (please see primary Grad App Deadline on March 14).
<b>April 19</b>	Last day to drop semester-length classes with a "W"
<b>May 10 – 16</b>	Final Exam Week for spring 2024
<b>May 16</b>	Last day to declare P/NP grading option
<b>May 16</b>	<b>GRADUATION</b>

**SUMMER INTERSESSION 2024** Oxnard College typically offers classes in the summer that meet anywhere from four to eight weeks with classes starting in May, June, and July.

## Division Deans

Dean of Career Education	<b>Dr. Isaac Rodríguez Lupercio</b>	OE-14	(805) 678-5051
Dean of Library and Liberal Studies	<b>Dr. Amy Edwards</b>	LS-C 17	(805) 678-5949
Dean of Mathematics, Science, Health/Kinesiology/Athletics Athletics	<b>Dr. Paloma Vargas</b>	CH-317	(805) 678-5897
Dean of Public Safety	<b>Dr. Steve Hall</b>	FSTA-124 (CA)	(805) 384-8102
Dean of Student Success & Support	<b>Dr. Eliseo González (Acting Dean)</b>	SS-150	(805) 678-5195
Dean of Institutional Effectiveness	<b>Dr. Keller Magenau</b>	AA-219	(805) 678-5116

## Emergency Procedures & After-Hours Support

### Emergency Procedures

**In case of fire or other emergency during school hours, call the Oxnard Campus police at (805) 678-5805 or 911.**

**After hours, call (805) 678-5805 or 911.** Give your name and phone number. Describe the nature and location of the emergency. Remain in the immediate area of the emergency until the appropriate personnel arrive. Emergency procedures are posted in each classroom.

### After Hours Support

Oxnard College has **Evening Attendant** staff available Monday-Thursday 5pm-10pm to help with access to classrooms, help to your car, and they can help contact after hours maintenance staff as needed. You can contact the evening attendant at 805-427-5885.

Additionally, we have the **OC Tech Bar** staff available in the evenings Monday-Thursday from 8am – 8pm and Fridays 8am-5pm to provide general IT support in the classroom. You can contact the Tech Bar 805-678-5300 or via an [IT help ticket](#).



## Oxnard College Mission Statement



**Oxnard College transforms lives by offering equitable access to multiple educational and career pathways. Our academic programs and student services prepare students to enrich their communities and to succeed socioeconomically, professionally, and personally.**

Oxnard College will advance equity-focused practices, rooted in anti-racism, in our instruction, services, and operations. Oxnard College has also developed and approved the following Equity Statement:

To dismantle systems that perpetuate injustice, Oxnard College actively takes an equity approach to all facets and operations of the college. Oxnard College defines equity as the actions we take to ensure that each student receives what they need to be successful and thrive through the intentional design of the college experience. The actions focus on centering the cultivation of inclusive and anti-oppressive pedagogies, self-reflective practices, and policies to provide direct support to students from historically marginalized groups.

Additionally, Oxnard College has also established a Hispanic Serving Institution (HSI) Taskforce to continue the equity work for our students and community with special focus on our Latino/a students.

### **Our Vision**

Oxnard College will be a model of state-of-the-art education and training in the diverse communities we serve. We will foster the highest level of student success, advocate for a just and inclusive society, and be a valued community partner.

## Our Guiding Principles

These guiding principles reflect our values. They are the foundational landscape from which all our efforts emerge. As with a physical landscape, the state of our foundation is dynamic – changing with the environment. In order to preserve its vitality, parts of our landscape require attention and renewal from time to time. In this Education Master Plan (EMP), we have set renewal goals for several of our guiding principles. We affirm our commitment to these principles by this renewal.

In order to *optimally serve our students*, we commit to:

1. **A students-first-approach.** Our decisions will be primarily guided by what is best for the students we serve. Our efforts will support students' achievement of their academic goals, and enhance their interpersonal skills and professional competencies.
2. **Social justice and equity.** Acknowledging the historical context of exclusion in higher education, we accept the responsibility to make our college a model of access and inclusivity. We will:
  - a. Cultivate a welcoming culture that recognizes the advantages diversity brings to our classrooms and offices.
  - b. Harness our experiences as a Hispanic Servicing Institution (HSI) to equitably deliver resources and support to all underserved and marginalized students and
  - c. Empower all underserved populations to achieve their full potential.
3. **Civic Engagement.** We recognize the responsibility to prepare students to become active and constructive participants in their communities and in our democratic republic. So, we will encourage and model civic engagement.
4. **Environmental Stewardship.** In our planning, operations, and programs we will be thoughtful stewards of our environment.
5. **Safety and Wellness.** We will continue to foster a safe, secure, and healthy environment.
6. **Fiscal Stewardship.** We will be prudent in our management of the college's fiscal resources in order to maximize their service to students.
7. **Excellence.** We will build data-informed self-reflection, evaluation, and improvement into everything we do on a continuing cycle. We will promote innovation by:
  - a. Encouraging experimentation and creativity in our instruction, services, and operations,
  - b. Promoting professional development for faculty and staff, and,
  - c. Aligning our curriculum with new and emerging knowledge and technologies to ensure students are prepared to participate in the rapidly changing world.
8. **Collaborative and Transparent Leadership.** To improve our services and build a more prosperous community, we will engage a diverse range of voices from both within the college and around the community. We will consult with stakeholders before making significant decisions and we will be transparent about the decisions we make.

Oxnard College will be a model of state-of-the-art education and training in the diverse communities we serve. We will foster the highest level of student success, advocate for a just and inclusive society, and be a valued community partner.

## Organization & Management

### Ventura County Community College District

The Ventura County Community College District Board of Trustees oversees three colleges: Oxnard, Ventura, and Moorpark. Each college has a president who, as chief administrative officer, is directly responsible to the District Chancellor for carrying out the policies of the District. Authority flows from the voting public to the Board of Trustees through the Chancellor to the President of each college.

The District Administration Center is located at 761 East Daily Drive, Camarillo, California, 93010. The Board typically meets at 6:00 p.m. on the second Tuesday of each month.

### Oxnard College

Oxnard College is organized into three major areas of responsibilities: Academic Affairs, Student Development, and Business Services.

Academic Affairs encompasses instruction, and Student Development includes all student services. A Vice President who reports directly to the college President heads each division.

Business Services includes Fiscal Services, Student Business Office, Payroll, Bookstore, Police Services, Publications, Switchboard and Mailroom, Maintenance & Operations, and Technology Services.

### Management Responsibilities & Job Descriptions

Management personnel at Oxnard College are charged with administrative responsibility for the operation of all facets of the college. Oxnard College managers, from the President through Deans, are listed below.

President	<b>Dr. Oscar Cobian (Interim President)</b>
Vice President of Business Services	<b>Mr. Christopher Renbarger, MA, MBA</b>
Vice President of Academic Affairs	<b>Dr. Luis A. Gonzalez</b>
Vice President of Student Development	<b>Dr. Leah Alarcon (Acting VP)</b>
Dean of Career Education	<b>Dr. Isaac Rodríguez Lupercio</b>
Dean of Library and Liberal Studies	<b>Dr. Amy Edwards</b>
Dean of Math/Science/Health/Kinesiology/Athletics	<b>Dr. Paloma Vargas</b>
Dean of Student Success and Support	<b>Dr. Eliseo González (Acting)</b>
Dean of Institutional Effectiveness	<b>Dr. Keller Magenau</b>
Dean of Public Safety	<b>Dr. Steven Hall</b>
Director of Maintenance & Operations	<b>Mr. Jacob Norris</b>
Director of Information Technology Serv.	<b>Mr. Michael Alexander</b>

## College Committees

### Administrative Committees

Oxnard College's committees provide for extensive participation of faculty, as well as students, classified professionals, and managers in the development and review of college-wide policies and procedures. Standing committees meet on a regular basis throughout the academic year; they may be supplemented by ad hoc committees appointed to respond to specific needs and disbanded after those needs have been met. More information can be found in the Participatory Governance Manual.

[Participatory Governance Committees website](#)

### College Operational Committees

- President's Executive Council
- Deans Council
- Department Chairs Council
- Student Services Leadership Council

### Participatory Governance Committees

- Academic Senate
- Budget Committee
- Campus Use, Development and Safety Committee (CUDS)
- Classified Senate
- College Planning Council (CPC)
- Curriculum Committee
- Professional Development Committee (PDC)
- Program Review Committee (PRC)
- Student Equity and Success Committee (SESC)
- Technology Effectiveness Committee (TEC)

### Standing Committees

- Distance Education Committee
- Library & Learning Resources Advisory Committee

### Ad hoc Committees

- Accreditation Work Group
- Anti-Racism Work Group
- EOPS/CARE Advisory Committee
- Financial Aid Appeals Committee
- General Education Committee (Curriculum sub-committee)
- Grievance Committee
- Graduation Committee
- Multicultural Week Committee
- STEM Advisory Committee
- Various CE Advisory Committees—Check with your Dept. Chair

College committees are important to the collegial governance of the college. Every full-time faculty member is encouraged to participate on at least one college committee annually. All part-time faculty are welcome to participate as well.

## Senates & Unions

### Employee Organizations

The **Academic Senate** of Oxnard College represents all faculty, ensuring effective participation in the formation of District policies on academic and professional matters. The Senate provides the conduit for faculty governance on campus and in the District in the spirit of participatory governance.

All faculty are represented in the Academic Senate. The Academic Senate President represents the college faculty on the Chancellor's Consultation Council. Statewide, the Academic Senate for the California Community Colleges in California is a dynamic organization that has taken the leadership in many areas, such as articulation, matriculation, student competency requirements, and other issues raised at its statewide meetings. They meet the 2nd and 4th Monday of every month at 2 P.M. (See schedule [here](#).) Agendas, support documents and approved minutes will be posted on [BoardDocs](#), which is publicly available.



The **Classified Senate** of Oxnard College represents all classified employees including classified supervisors and confidential classified in matters outside the scope of collective bargaining. The Classified Senate consults collegially through the participatory governance process in academic and professional matters as outlined under the classified 9+1. The executive board, which includes a president, first vice president, second vice president, secretary and treasurer, meets the second and fourth Tuesday of each month.

Other groups deal with employee concerns that relate to hours, wages and working conditions. The faculty is represented by the **Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO**. Classified employees are represented by the **Service Employees International Union (SEIU), Local 99, AFL-CIO**.





**Oxnard College**



## Faculty Code of Ethics

### ***The Senate approved the following on March 14, 2022***

The Oxnard College Academic Senate adopts the American Association of University Professors (AAUP) Statement on Professional Ethics, as printed below:

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

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

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

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or



acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

*Source:*

American Association of University Professors, 1133 Nineteenth Street, NW, Suite 200  
Washington, DC 20036. | Phone: 202-737-5900 | Fax: 202-737-5526

## Instructors

### General Responsibilities

The instructor's primary responsibility is the education of the students of Oxnard College. This alone will test the ingenuity, creativeness, sensitivity, academic knowledge, and professional skill of every instructor.

General responsibilities as outlined in district job announcement: Under the general direction of a dean, an Instructor provides comprehensive classroom instruction to students from diverse backgrounds for the purpose of facilitating the attainment of their academic or vocational objectives.

### Academic Instructor Representative Duties

Below are the faculty duties as outlined in our district job announcements for Academic Instructors.

#### Full Time Faculty

- Provide academic instruction to students through lecture, lab, or performance courses; assess and develop cognitive abilities, communication skills, and higher order thinking skills among students through appropriate assignments and activities in one-on-one, classroom, and distance mediated instructional settings.
- Advise and instruct students regarding programs of study, other institutions of higher education, lifelong learning resources, and effective study skills; refer students to support services, programs, resources, and other professionals as appropriate.
- Observe and evaluate student performance in meeting course objectives and student learning outcomes through assignments, projects, discussions, and examinations; provide feedback in a timely manner to student inquiries in class, online, or during established consultation office hours.
- Plan and organize instruction according to approved course outlines and student learning outcomes to maximize student learning in alignment with department, college, and district goals; implement the student performance objectives as listed on the official course outline of record.
- Maintain current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepare and submit data and reports related to course and student progress in a timely manner.
- Evaluate and select instructional materials such as textbooks, manuals, software, and tools in collaboration, as appropriate, with discipline faculty; order instructional materials according to campus bookstore procedure to ensure timely delivery.
- Participate in curriculum and program development; update syllabi; collaborate with discipline faculty on a regular basis to assess and revise measurable student performance indicators for each course; may provide input into the development of student learning outcomes.

- Revise and update course content and materials of instruction in accordance with new theory, application, and industry developments within the discipline or area of specialization.
- Attend and participate on committees and in department, division, campus, and district meetings; may participate in articulation and matriculation related activities.

### **Part Time Faculty**

- Provide academic instruction to students through lecture, lab, or performance courses; assess and develop cognitive abilities, communication skills, and higher order thinking skills among students through appropriate assignments and activities in one-on-one, classroom, and distance mediated instructional settings.
- Advise and instruct students regarding programs of study, other institutions of higher education, lifelong learning resources, and effective study skills; refer students to support services, programs, resources, and other professionals as appropriate.
- Observe and evaluate student performance in meeting course objectives and student learning outcomes through assignments, projects, discussions, and examinations; provide feedback in a timely manner to student inquiries in class, online, or during established consultation office hours.
- Plan and organize instruction according to approved course outlines and student learning outcomes to maximize student learning in alignment with department, college, and district goals; implement the student performance objectives as listed on the official course outline of record.
- Maintain current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepare and submit data and reports related to course and student progress in a timely manner.
- Evaluate and select instructional materials such as textbooks, manuals, software, and tools in collaboration, as appropriate, with discipline faculty; order instructional materials according to campus bookstore procedure to ensure timely delivery.
- Revise and update course content and materials of instruction in accordance with new theory, application, and industry developments within the discipline or area of specialization.
- Update syllabi; collaborate with discipline faculty on a regular basis to assess and revise measurable student performance indicators for each course.
- May participate in curriculum and program development; may provide input into the development of student learning outcomes.
- May attend and participate on committees and in department, division, campus, and district meetings.
- May participate in articulation and matriculation related activities.

## Counselors

### General Responsibilities

Counselors are responsible for assisting students in choosing and reaching their academic and occupational goals, helping them in personal growth, and supporting their overall success.

General responsibilities as outlined in district job announcement: Under the general supervision of a dean, a Counselor provides comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational and personal objectives.

### Counselor Representative Duties

Below are the representative duties for Counselors as outlined in district job announcements:

Provide comprehensive academic, personal, and vocational counseling to students; assist students in developing their educational plans and acquisition of college survival skills; foster academic success to retain students; assist students in the selection of a course of study, major, or certificate program.

Refer students to appropriate support services, programs, resources, and other professionals based on need and eligibility for assistance; monitor academic progress; and counsel students on academic probation.

Develop individual plans with students preparing to enter the labor market; identify skill training needs and opportunities for student internship, job search, work experience/work-study and employment.

Counsel students regarding career choices, goal setting, and decision making; provide information on the matriculation process and program requirements at other colleges or universities.

Assist in the development of outreach activities to identify and recruit eligible students and facilitate their enrollment in the college.

Conduct orientation events to familiarize students with the location and function of college programs and services, including the application and registration process, academic and grading standards, college terminology, course add and drop procedures and related rules, and financial aid application procedures.

Maintain current, accurate records of counseling sessions; assist in compiling statistical data and prepare reports related to program operations, activities, and progress.

Assist in the preparation of counseling-related publications and presentation of workshops for targeted populations.

Advocate for students with special needs and collaborate with college instructors, counselors, and other campus and community resources to assist students in the pursuit of their educational goals.

Assist in the development and implementation of programs focusing on access and retention for targeted populations.

## Department Chairs

In accordance with Article 13.1 A. of the Agreement between the VCCCD and AFT Local 1828, department chairs are selected by secret ballot by the department members present at the advertised department meeting, subject to approval by the College President.

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### General Responsibilities

The department chair shall provide leadership to the department and shall assist the dean/immediate supervisor in duties such as:

1. Recruiting, selecting, and orienting new faculty and classified employees who will be assigned to the department.
2. Developing the department's instructional/non-instructional schedule.
3. Developing and revising curriculum, including course outlines and course and catalog descriptions.
4. Evaluating faculty in the department.
5. Planning and facilitating department meetings, including ensuring the preparation and distribution of minutes.
6. Communicating with students, faculty, and other employees.
7. Representing and serving as liaison/advocate for, the department within the College/District.
8. Facilitating processes for program review and student learning outcomes/service unit outcomes assessment.
9. Suggesting substitute classroom and non-classroom assignments as needed.
10. Participating in the department's budget process.
11. Coordinating the review of requisite challenges or course placement exams.
12. Demonstrating sensitivity in working with students of diverse racial, ethnic, and cultural backgrounds; sex, gender, and sexual orientation; age, socioeconomic status, language, and veteran status; religion, political perspectives, and lifestyles; as well as physical and mental abilities.





**Oxnard College**





## Faculty Policies

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### Absence from Duty

The Collective Bargaining Agreement (CBA) between the VCCCD and AFT Local 1828 describes District policies governing absence from duty for certificated personnel. Faculty must report all absences from all classes, whether in person or online, to their division dean. After 5:00 p.m., instructors should call the reception desk at (805) 678-5800 if they have an emergency that will prevent them from teaching their assigned class that evening. If you are going to be absent, please contact your division office to report your absence and to discuss the status of your class. (See Substitute Procedures.) Faculty are not permitted arrange their own substitute instructors without the approval of their dean. Faculty are not permitted to assign online work to their students in lieu of in-person instruction without the approval of their dean. Faculty are not permitted to have a guest speaker “teach” their class in their absence.

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### Substitute Procedures

- Always notify your division office if you are going to miss class. If possible, also notify your department chair. If the absence is last-minute, with no realistic chance to find a sub, please email your class(es) as well.
- If you are unable to reach your dean or their administrative assistant, call the switchboard operator at (805) 678-5800 to report your absence.
- Faculty teaching partially online (hybrid) classes may not arbitrarily alter the in-person to online instruction ratio. An instructor teaching a partially online class who misses a scheduled in-person or Zoom meeting must report that absence, even if the instructor assigns additional asynchronous online work.
- If time permits, your dean or department chair will arrange for a qualified substitute instructor. The District Employee Absentee Report should be kept updated as the month progresses and submitted to the appropriate division office at the end of each month. The hours and cause of each absence must be noted according to the codes on the form.
- The division office forwards the Faculty Absence and Notice of Substitution Form to Payroll.

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### Academic Freedom

The College and the District recognize instructors’ rights to academic freedom in discussing subjects in the classroom and in scholarly research and publishing. The District’s policy on academic freedom can be found in [Board Policy 4030](#).

#### Academic Freedom

*(a) Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter that has no relation to their subject.*

*(b) Academic employees are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.*

*(c) Academic employees are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and institution by their utterances. Hence, they should at all times be accurate, should show respect for the opinions of others, and indicate that they are not speaking for the institution.*

It is the policy of VCCCD that all academic employees, regardless of their employment status, should enjoy the privileges and exercise the responsibilities inherent in academic freedom as defined by the AAUP statement. In addition, all VCCCD employees enjoy the same protection and responsibilities within the context of their obligations. Furthermore, faculty tenure constitutes the strongest procedural safeguard of academic freedom and individual responsibility, and as such, is essential for the maintenance of intellectual liberty and high standards in teaching and scholarship

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## **Animals on Campus**

Per Board Policy 3503, animals are not permitted on VCCCD facilities with the following two exceptions:

- Animals may enter facilities approved by the College President for appropriate educational programs.
- Animals may be in facilities for use as service animals for qualified individuals with disabilities. The District is committed to ensuring that qualified individuals with disabilities can participate in and benefit from District services, programs and activities, and that the District does not discriminate based on disability.

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## **Attendance Reporting & Accounting**

Instructions related to student record keeping, including attendance reporting and accounting and grade submission are included in the back of this Faculty Handbook. Please watch your email for this important information.

Enrollment activities are generally confusing under the best of circumstances so every effort should be made to keep an accurate record of who is attending classes and who is enrolled. Ideally, the two sets of records will correspond; if they do not, please identify discrepancies and take appropriate action. Please check the Faculty Portal to verify if a student is active on the roster (RE, RW, RL in status column - D code indicates student is inactive).

Students adding a class should be given an add code. Instructors are encouraged to accept students as long as the class capacity has not been reached with students actively enrolled. A student who misses the first day of scheduled class and has not contacted the instructor should be dropped as a “no show” to make room for students

wanting to add. If you have students on the waitlist and they are no shows, they should be dropped first to avoid them taking a seat from a student that is present. Additional information regarding waitlists, add deadlines and more is provided later in the handbook under the [Hints for Successful Grading](#) section.

It is also important to note that students who are waitlisted will have access to CANVAS. When a student is waitlisted, they will show up on your roster as waitlisted. They will only have access as a waitlist student up until the census date of your class. What does this mean? Waitlisted students will be removed on census date of the class if they are still on waitlist. Once they are removed, they will no longer have access to Canvas.

***Faculty should check their course roster online every day during the first three weeks of class. Only students who are officially registered are allowed to be in class. It is the faculty member's responsibility to drop all no-shows prior to the census date. As a reminder, the portal/banner roster is the most current and should be the one used for dropping students.***

The *Oxnard College General Catalog* states, "Absence for any reason does not relieve the student from the responsibility of completing all class requirements. It is also the responsibility of students . . . to become aware of the attendance and absence policies of the instructor for each class in which they are enrolled.

When a student's absence exceeds in number 1/9 of the total class contact hours for the session (e.g., absence from a semester-long class equal to twice the number of hours the class meets in one week), the instructor may drop such student from the class and record a grade in accordance with the policy for dropping a course."

### **Actual Hours of Attendance (Positive Attendance)**

The Actual Hours of Attendance procedure (commonly referred to as "Positive Attendance") is based on an actual count of enrolled students present at each class meeting and is used at Oxnard College primarily for our noncredit courses. Faculty teaching non-credit courses will need to keep accurate records of attendance for their class(es) and submit those records at the end of the semester. It would be best to use the portal/banner roster for tracking actual hours of attendance per session for accuracy.

For courses required to use the positive attendance method, positive attendance hours must be recorded and totaled at the end of the semester and submitted with the course grade on your Final Grade Roster on the WEB. If a student drops your course and appears on your final grade roster, please submit hours of attendance for each of these students for state reporting. The attendance rosters must be submitted to the Admissions and Records Office at the end of the roster for all positive attendance courses.

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### **Flexible Calendar and College Service Hours (Instruction Related/Student Support Activities (IRSSA))**

The purpose of the flexible calendar program is to provide time for faculty to participate in professional development activities that are related to "staff, student, and instructional improvement" (Title 5, §55720). There are different types of "flex days" on our instructional calendar and each category is listed below with descriptions of each. Additionally, the faculty expectations for each are also included.

**Mandatory Flex Days** are days on which faculty will perform appropriate flex activities. Contract faculty members are required to attend Mandatory Flex Days and must report absences in accordance with Section 8.2.G. Faculty may consult with the Department Chair and request to complete other activities on the Substitute Activity for Mandatory Flex Day Form. The request must be submitted and approved by the faculty member's Dean or designee before mandatory flex day.

In the event that time constraints do not allow for the approval by the Dean or designee or if approval is denied, faculty may appeal to the College President. The College President's decision shall be final and will be shared with the Dean or designee and requesting faculty.

**Self-Assigned Flex Days** are scheduled days during which appropriate flex activities may be performed. Faculty members may elect to complete self-assigned activities on other days. Documentation for flex obligations are due once per year by June 30<sup>th</sup> at the latest to faculty division office. Faculty should use AFT CBA Appendix H forms for documenting their flex hours. These forms are also included in the [Appendix section](#) of this handbook.

### **Flex Obligations for All Contract Faculty**

The total number of hours of self-assigned flex activity required of contract faculty members as part of their 1.0 contract load in a year is the product of the total number of scheduled self-assigned flex days in the year and six (6) hours per self-assigned flex day (e.g., 6 self-assigned flex days in a year times 6 hours per self-assigned flex day = 36 hours of flex obligation).

Contract faculty members with a non-contract extra hourly assignment shall have additional self-assigned flex day activity calculated based upon the non-contract faculty calculation in Section 9.3.B(2) below.

### **Flex Obligations for Non-Contract Assignments**

For all non-contract load (for both classroom and non-classroom faculty) the total number of hours of self-assigned flex activities required for each non-contract faculty member in a semester is 1.5 hours for each .1 load.

Leaves covered under Section 8.7, Professional Conference Leave, can satisfy self-assigned flex day requirements if they are in accordance with the activities listed in Section 9.3.C and are not within assigned working hours.

**College Service Hours** Contract classroom faculty shall perform an average of five (5) college service hours per week and shall submit documentation of completion to the Dean each semester by December 31 or June 30 for the prior six (6) months.

Typically, such college service activities may include the following:

- a) Discussing departmental student learning outcomes planning or results outside of class time;
- b) Continuing professional development (including, but not limited to, flex day activities beyond an individual's flex obligation and district or campus Distance
- c) Education certification and recertification trainings as defined in Article 23);
- d) Sponsorship and support of student activities;
- e) Participation in budget development;
- f) Employment interviewing procedures;
- g) Serving on a college, district, county, regional, and state-wide committee(s) in furtherance of the mission of the college;
- h) Department and division meetings;
- i) Curriculum development or review;
- j) Program development, review, and/or coordination;
- k) Articulation and matriculation;
- l) Contributing to or writing of grant proposals and research projects;
- m) Recruitment and high school relations;
- n) Registration advisement;
- o) Activities of faculty governance, representation, and advocacy;
- p) Preparation and updating of course outlines;
- q) Community outreach and interface;
- r) State and/or federally-mandated trainings;
- s) Additional work performed outside of normal instructional duties that is not compensated by a stipend (e.g. procurement, preparation, inventory, and maintenance of educational supplies, equipment, or other resources materials).

When work has been compensated through some other means, such as a stipend or grant, those hours shall not also be reported as college service. These college service hours should be documented using the AFT CBA Appendix G: College Service Hours form also found here in the [Appendix section](#) of this handbook.

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## Children on Campus

Per Board Policy and Administrative Procedure 3504, all children must be accompanied by an adult while on campus, unless enrolled in a college sponsored program or activity. Children are not allowed in the classroom or in the worksite and are not to be left unattended in any campus facility. Children may not be present at an employee's worksite.

Only enrolled students may be present in classrooms or lab facilities. Children may not attend class, or class activities such as field trips, along with enrolled students.

Children may not be present at an employee's work site during a staff member's assigned work hours. This does not preclude short visits when the child is accompanied by an adult.

College employees must advise students that it is a violation of college policy to allow children in the classroom. Students who do not comply with a request to remove dependent children from class will be dealt with in accordance with the Standards of Student Conduct and Disciplinary Action.

College employees and students are not allowed to leave unattended children on campus. Staff or students who observe children who appear to be unattended should contact Campus Police. Campus Police staff will handle the matter in accordance with appropriate State of California education and penal codes.

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## **Computer & Network Use**

*(Administrative Procedure [AP 3720](#), addressing Computer and Network Use, as approved by the Board in August 2009. Security Board Policy [BP 3721](#).)*

In keeping with its mission, the District provides computing resources to members of the District community. The computers, networks, and computing facilities made available by the District for students, faculty, and staff use are the property of the Ventura County Community College District, and are provided for the completion of academic requirements, scholarship, and District business. Use of these resources is a privilege, and may not be used by any person without the proper authorization of the District.

This procedure applies to all District students, faculty, staff, and to others granted use of District information resources. This procedure refers to all District information resources whether individually controlled or shared, stand-alone or networked. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes desktop computers, laptop computers, servers, and associated peripherals, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

The principal concern of this responsible use policy is the effective and efficient use of information technology resources. This policy is intended to ensure:

- 1) The integrity, reliability, and good performance of College resources;
- 2) The resource-user community operates according to established policies and applicable laws;
- 3) These resources are used for their intended purposes; and
- 4) Appropriate measures are in place to assure the administrative procedure is honored.

This administrative procedure is intended to promote and encourage responsible use while minimizing the potential for misuse, and avoiding imposition of broad-based restrictions on all users.

This administrative procedure is not intended to prevent or prohibit the sanctioned use of campus resources as required to meet Oxnard College core values, mission and academic and administrative purposes.

Additional information on this policy may be obtained from the District Information Technology Office at (805) 652-7777.



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## Course Syllabus

Every course, credit or noncredit, must have a course syllabus, and this syllabus must be on file with your division office by the end of the first week of the semester or term.

General Considerations:

- ◆ **AVOID SHOUTING AT YOUR STUDENTS!!!** (And use proper capitalization and punctuation.)
- ◆ Avoid needless, repetitive, and recurrent redundancies.
- ◆ Don't avoid relevant material that could be considered controversial, provocative or disturbing; but do inform students of the nature of readings, films, discussions that they might not expect to encounter in your course.
- ◆ Endeavor **to welcome, to motivate** and **to include** -- not to ignore, threaten or exclude.

The course syllabus provided to students at the beginning of the semester should include (this is not an exhaustive list):

- Your name and contact information and communication expectations
- Grading policy and breakdown of grades,
- Required textbooks and materials,
- Examination schedule including the date and time of the final exam,
- Schedule of assignments and activities,
- Course content, objectives and Student Learning Outcomes
- Office hours or other availability for consultation, such as email,
- Department Chair, Dean and Division Office Contact Information
- Classroom comportment expectations,
- Online etiquette,
- Policy on plagiarism,
- Policy on cellphone use,
- Policy on attendance and participation,
- Policy on late work or missed exams or quizzes
- Disabilities Accommodation statement,
- List of student resources such as Financial Aid, EAC, Counseling, Condor Care, and EOPS.
- List of important registration dates (e.g., last day to drop for a full refund; last day to drop with a W, etc.)

Office hours (for full-time faculty) need to be listed on the syllabus, and they should correspond to the hours and location provided to the division office.

**All course syllabi must also include the Student Learning Outcomes associated with each course.**

All current course SLOs can be found on the Course Outline of Record (COR) in CourseLeaf. If you have trouble accessing the CORs please contact your department chair or division administrative assistant.



Faculty must submit a copy of their syllabi electronically for each course to their division office by the end of the first week of class. This allows the College to remain compliant with articulation and accreditation requirements. In addition, in case of a student complaint or grievance, the course syllabus may be used as evidence. Further, it is not uncommon for students to request copies of course syllabi, for the purposes of satisfying an undergraduate requirement at a four-year institution, several years after they have completed the course.

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## Curriculum Development & Evaluation

For complete information, forms, and guidance in curriculum development please go to the Oxnard College Website for [Curriculum Forms & Information](#) and the [Curriculum Committee website](#).

Curriculum development, review, and keeping course outlines and programs current and compliant are primary responsibilities of the College faculty and may be included as one of the instruction-related student support service activities (IRSSA) required in the VCCCD/AFT CBA for full-time instructors. Students, faculty, administrators, advisory committees or members of the community may make suggestions for new courses or modifications to existing courses; however, a member of the College faculty must prepare and present any new or modified course outlines of record (COR's).

The Department, the Curriculum Committee and the District Governing Board must approve all new and revised courses before they can be offered.

The course outline of record (COR) is a document with defined legal standing that plays a critical role in the curriculum of the California community colleges. The COR lays out the expected content, objectives, and student learning outcomes for a course for use by all faculty members who teach the course.

Requirements and standards for the COR appear in Title 5 regulations, in the California Community College Chancellor's Office's (CCCCO) Program and Course Approval Handbook (PCAH), and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. The Academic Senate for California Community Colleges (ASCCC) also produces a document titled The Course Outline of Reference: A Curriculum Reference Guide, which serves as a guide for faculty developing and modifying curriculum. This guide provides examples and best practices for creating model CORs that demonstrate the rigor established by Education Code, Title 5 regulations, and other external entities. Copies of these documents should be reviewed before beginning the development of a course.

Since the COR is used as the basis for articulation agreements, transferable courses may also need to align with C-ID descriptors, align with comparable courses in majors at the CSU and/or UC, and/or meet the requirements outlined in the University of California Transfer Course Agreement (UC TCA) in order to provide credit at the UC.

With few exceptions, General Education courses are expected to articulate at the baccalaureate level in order to be associate degree appropriate courses. The faculty member preparing a proposal should be prepared to support such articulation possibilities by identifying comparable lower division courses at several CSU and/or UC campuses. Both the CSU and UC produce handbooks that address their requirements for courses proposed for general education. Faculty members developing new GE courses or modifying existing GE courses may wish to consult with Shannon Davis, College Articulation

Officer, to ensure that the new course will meet CSU GE, UC TCA, and/or IGETC standards and any modifications being made will not affect existing articulation.

All new courses must be submitted in CIM by the Curriculum Committee's established deadlines, approved by the Department, the Curriculum Committee and the District Governing Board and submitted to the CCCCCO for chaptering and assignment of a unique control number before they can be offered. Courses in career education fields and courses that are not transferable to the CSU/UC may typically be offered the fall after their approval while those that require CSU GE/UC TCA/IGETC approvals will not be ready to be offered for two years. Modified courses do not require submission to the Board unless there is a change that will generate a new control number.

All courses and programs must be reviewed and updated every five years at a minimum. Courses and programs in career education must be reviewed and updated at least every two years. This review includes examining their relevance (need), appropriateness to mission, adequacy of resources for continuing to offer the course/program, achievement of learning outcomes, compliance, and currency.

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## Distance Education

Teaching online requires a significant time commitment but can be very rewarding once the course is developed. If interested, you should start by talking to your Department Chair about a course you may want to teach online. Once the Department, Dean, and Curriculum Committee have approved the addition of an online course section, the development begins. Transitioning a course to the online format may require beginning the process a year in advance of when the course will be offered. At minimum a semester in advance if the curriculum has been approved for online offering. This year-long transition period from face-to-face to online includes review by the Curriculum Committee, training with the Distance Education team, course review prior to live release, and time for schedule development and advertising. The semester-long transition period applies to courses where the curriculum has already been approved for online offering.

Title 5 regulations do not make a distinction between face-to-face and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. DE Courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of contact will be at least the same as it would be in an equivalent face-to-face course. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular and substantive interaction between the students and instructor."

As per [Title 5, section 55204](#), and AP 4105, "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously."

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course activities. At the very least, the number of instructor-initiated contact hours per week available for face-to-face students will also be available in asynchronous and/or synchronous mode with students in the DE format.

## Policy Guidelines & Regular Effective Contact

For more detailed information regarding teaching online, see the [Distance Education Handbook](#).

### Drop Policy

Each instructor is required to:

- drop students who fail to attend the first meeting of a class (unless the student has made prior arrangements with that instructor)
- (may) drop students who arrive late at the first meeting of a class or who fail to attend the second meeting if they have not made prior arrangements with that instructor.
- drop students who become nonparticipants by the census date.
- Exercise judgement after the census date and before the final drop deadline for the class, each instructor has the option of dropping students who, in their judgment, become inactive in class.

### What This Means for Distance Education

It is essential that online and partially online (hybrid) instructors create a coherent and well-defined course drop policy and that they articulate this policy in the initial email/announcement and Welcome Letter sent to the students prior to the course start date, as well as in the course syllabus.

### Establishing a Drop Policy

Simply having the student login for the first day of class is not enough. **Federal guidelines designed to prevent financial aid fraud state that *student logins do not count as participation*.** Be specific as to the **exact day, date and time of your drop deadline**.

To measure class engagement the first week, instructors are advised to:

- Clearly define the last date for Check-In to occur (e.g., the second or third day after the course begins) with a low stakes course Check-In Procedure, such as a discussion board, self-assessment survey students submit through the LMS (Canvas), or have them upload a document to the course.
- Require students to complete **ALL** assignments in the first learning unit by the due date.

### Frequency & Timeliness of Interactions

- Maintain an active daily presence, particularly during the first few weeks of a course.
- Establish guidelines in the course and the syllabus for frequency of contact and define what interactions a student can expect each week from the instructor and from students, and the average time commitment required of students.
- Communicate response time for student questions/inquiries and assignment feedback (e.g., 1-2 instructional days.)
- Give frequent and substantive feedback throughout the course. This can occur in weekly announcements to summarize learning objectives, through participating in

discussion boards, personalized feedback on assignments, and course messaging.

## Expectations for Interactions

- Specify course policy regarding frequency and timeliness of all contact initiated by the instructor in the syllabus and contact page of the course.
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus and contact page of the course.
- Outline and explain appropriate online behavior (netiquette) in syllabus and contact page of the course.
- Clarify important dates, such as assignment and assessment deadlines, not only in the beginning but also throughout the duration of the course.

## Types of Regular Effective Contact

Course announcements and your course contact policy should clearly explain to students how the teacher will communicate with students, how students will communicate with the teacher, and how students to communicate with each other. This information should also be conveyed to students in multiple places on a regular basis (such as, unit overview pages, and/or announcements). If contact occurs outside of the LMS (such as, social media or other outside tools), the instructor will provide a summary located somewhere in the course LMS with links to appropriate content. More specific information can be found in the [DE Handbook](#)

### *Instructor — Student Interaction:*

Course announcements  
Messaging via the LMS  
Personalized feedback  
Discussion boards  
Chat/IM  
Social media such as Twitter(X)  
Videoconferencing/Zoom/Teams

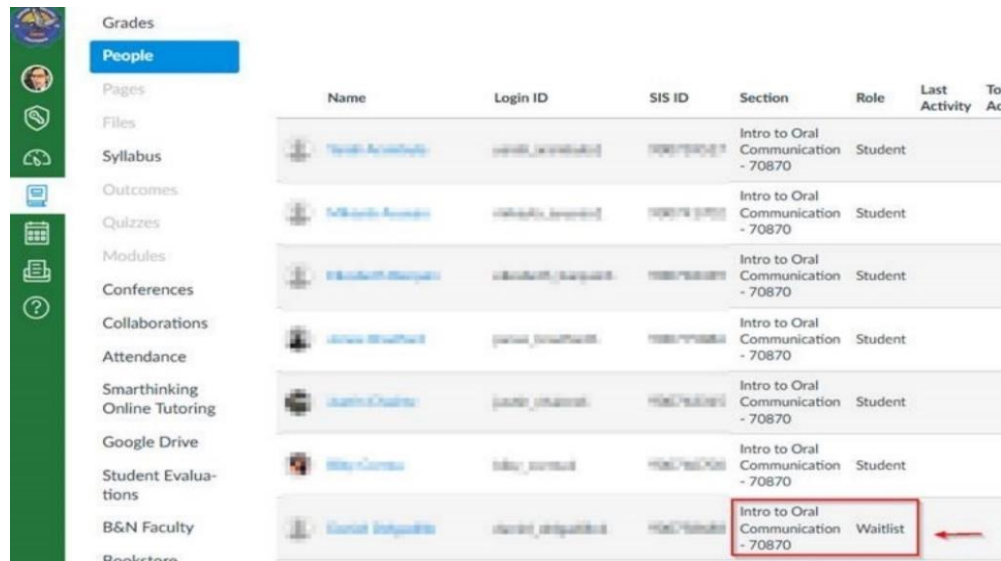
### *Student — Student Interaction:*

Messaging via the LMS  
Discussion boards  
Chat/IM  
Collaborative projects: group blogs, wikis, audio or video presentations, Zoom breakout rooms

## Canvas – Distance Education Courses

- Canvas can be accessed via the [MyVCCCD](#) portal and looking for your Canvas course in the Dashboard. You can also access Canvas directly using your portal credentials through the [VCCCD Instructure website](#).
- **Students that are waitlisted will have access to CANVAS.** When a student is waitlisted, they will show up on your roster as waitlisted. They will only have access as a waitlist student up until the census date of your class. What does this mean? Waitlisted students will be removed on census date of the class if they are still on waitlist. Once they are removed, they will no longer have access to Canvas.
- If you are unable to access Canvas, please contact the District Help Desk Monday through Friday 8:00 a.m. to 5:00 p.m. at (805) 652-7777.
- For technical problems or errors with Canvas, please contact technical support at (844) 603-4262 (24 hours a day/7 days a week).

- Instructor Support Services are available by contacting Laura Knight at [LKnight@vcccd.edu](mailto:LKnight@vcccd.edu).
- Waitlisted students in a DE courses will show up with a role of "Waitlist". Faculty can drop waitlisted students via the drop roster.



Name	Login ID	SIS ID	Section	Role	Last Activity	To Ac
Amber Acosta	amber_acosta	1000000000	Intro to Oral Communication - 70870	Student		
Amber Acosta	amber_acosta	1000000000	Intro to Oral Communication - 70870	Student		
Amber Acosta	amber_acosta	1000000000	Intro to Oral Communication - 70870	Student		
Amber Acosta	amber_acosta	1000000000	Intro to Oral Communication - 70870	Student		
Amber Acosta	amber_acosta	1000000000	Intro to Oral Communication - 70870	Student		
Amber Acosta	amber_acosta	1000000000	Intro to Oral Communication - 70870	Student		
Amber Acosta	amber_acosta	1000000000	Intro to Oral Communication - 70870	Waitlist		

## Tenure Process of Academic Employees

The tenure review process should ensure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available. To that end, an up to four-year probationary period provides sufficient time for contract employees to understand the expectations for tenure, to develop the skills and acquire the experience to participate successfully in the educational process, and to use the District's and other resources for professional growth. The process should promote professionalism and enhance academic growth by providing a useful assessment of performance, using clear evaluation criteria.

### 11.1.E Steps of Tenure Review Process

The steps of the tenure review process are as follows:

- (1) An orientation meeting of the Committee members.
- (2) A meeting of the Committee and candidate, reviewing evaluation criteria, evaluation process, and timelines.
- (3) At a minimum, three (3) site visitations of the candidate. Following each site visitation there shall be a Committee meeting where those who visited present formal written evaluations of the candidate's performance during each visitation. There should be a minimum of one (1) week in between visitations. Ideally, subsequent visitations should not occur prior to a Committee meeting. Whenever two (2) or more Committee members are in attendance at an evaluatee's site visitation, the two Committee members shall act independent of each other in the development of their evaluations.

- (4) A Committee meeting without the candidate to determine a recommendation for the candidate's subsequent contract status.
- (5) Committee meeting with the candidate to recognize meritorious performance, discuss Committee recommendations and, if appropriate, to recommend a course of action for correcting deficiencies.

### **11.5. Documentation of Process**

11.5.A. To properly document the evaluation process, the following standardized District forms should be used:

- (1) Faculty Self-Appraisal Report for Full/Part-Time Faculty (Form A1)
- (2) Administrator and Peer Evaluation Form for Faculty (Form A2)
- (3) Student Evaluation of Teaching Effectiveness, or Student Evaluation of Counselor/Librarian Effectiveness (Form B1 or B2)
- (4) Student Evaluation Summary Form
- (5) Tenure Review Committee Employment Recommendation for Probationary, Non-Tenured Faculty Form (Form C2)
- (6) President's Summary Evaluation Report (Form C4)

11.5.B. All completed forms will be held in the candidate's portfolio.

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### **Evaluation of Academic Employees**

In compliance with the State Education Code, each full-time instructor shall be evaluated at least once every six semesters, after initial evaluation during the tenure review process. After initial evaluation during the first semester of employment with the District, part time instructors shall also be evaluated at least every six semesters thereafter.

Periodic faculty evaluations are directed toward improvement of instruction through constructive, collegial feedback on job performance. The procedures and requirements for the evaluation of academic employees are set forth in the collective bargaining agreement. The criteria upon which faculty members will be evaluated (Article 12.2) are as follows:

#### **12.2.A. Classroom Teaching Faculty**

1. Continued professional development in subject areas of assignment.
2. Current curriculum preparation for courses assigned.
3. Complete and timely preparation for classes taught.
4. Class objectives being achieved.
5. Class meetings held as scheduled.
6. Necessary administrative paperwork processed in a timely, accurate, and appropriate manner, including census and/or positive attendance, grades, and student learning outcomes.
7. Colleagues, staff, and members of the public visiting District worksites are treated in a professional manner.
8. Students are treated with respect and sensitivity.
9. Progress toward self-determined individual instructional and developmental goals.



10. When applicable: Instruction of Distance Education classes, including use of District Learning Management System (LMS), as described in Article 23.
11. For contract faculty only: participation in college-wide and instruction-related/student support activities, in accordance with Section 5.4.B.(3).
12. For contract faculty only: participation in division and departmental activities.

### **12.2.B. Non-Classroom Teaching Faculty**

- 1) Continued professional development in subject area of assignment.
- 2) Current preparation for service assignment.
- 3) Service assignment objectives being achieved.
- 4) Students are treated with respect and sensitivity.
- 5) Colleagues, staff, and members of the public visiting District worksites are treated in a professional manner.
- 6) Necessary administrative paperwork processed in a timely, accurate, and appropriate manner. Student learning outcomes and service unit outcomes shall also be considered necessary administrative paperwork.
- 7) Appointments and work assignments held as scheduled. Progress toward self-determined individual work assignment and professional goals.
- 8) Progress toward self-determined individual work assignment and professional goals.
- 9) When applicable: Conducting work assignments from a remote location.
- 10) For contract faculty only: participation in college-wide and instruction-related/student support activities, in accordance with Section 5.5.D.
- 11) For contract faculty only: participation in division and departmental activities.

### **12.3 Evaluation Components**

- Committee Appraisal (12.3.A)
- Student Appraisal (12.3.B)
- Self-Appraisal (12.3.C)
- Observation (12.3.D)
- Conference (12.3.E)

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### **Field Trips & Alternate Class Sites**

Faculty are encouraged to enrich the classroom experience with guided field trips. Field Trip forms are available in the **MyVCCCD** portal under “Work Flow.” (This will soon be replaced by Chrome River.)

Requests for approval of field trips must be made to your division dean at least **10** business days before the activity date.

If you would like to hold class at a location other than your assigned classroom (such as the LLRC, the Marine Center, an outdoor area on campus), you must inform your division dean and post a sign on your classroom door.

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### **Grading System**

Visit the Faculty District Portal (<http://my.vcccd.edu>) to enter your final grades and/or positive attendance hours, check your class schedule, view/download your class roster, and enter instructor drops. Grades must be submitted within two working days of the course final.



Grades from a grading scale shall be averaged based on the point equivalencies to determine a student's grade point average. The highest grade shall receive four points, and the lowest grade shall receive 0, using the following evaluative symbols:

Symbol	Grade	Points
<b>A</b>	<b>Excellent</b>	<b>4</b>
<b>B</b>	<b>Good</b>	<b>3</b>
<b>C</b>	<b>Satisfactory</b>	<b>2</b>
<b>D</b>	<b>Passing, less than satisfactory</b>	<b>1</b>
<b>F</b>	<b>Failing</b>	<b>0</b>
<b>P</b>	<b>Pass</b>	
<b>NP</b>	<b>No pass</b>	
<b>I</b>	<b>Incomplete</b> (I, plus grade default + B, C, D, F, NP—computer generated) Note: IC does not stand for incomplete. An IC indicates they will receive a C grade if the work is not made up.	
<b>SP</b>	<b>Satisfactory Progress</b> towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)	

***Plus (+) and minus (-) grades are not used.***

In addition, the following non-evaluative symbols have been administratively assigned:

**RD**      **Report delayed** - Instructor has not posted grades

**W**      **Withdrawal** - Student/Faculty/Administrative drops

**EW Excused Withdrawal:** An Excused Withdrawal (EW) is a non-evaluated symbol used to permit a student to withdraw from a course for reasons beyond their control. It may be requested by the student at any time during the semester and no later than three (3) years after the term in which the course was taken. Excused Withdraw shall not be counted in progress probation or dismissal calculations nor shall it be counted towards the permitted number of withdrawals or counted as an enrollment attempt. The financial aid of a student may be affected depending on individual circumstance. A student should consult with the financial aid staff regarding any impact. Check with the Admissions and Records Office for the specific requirements and procedures.

**MW Military Withdrawal** - A Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Military Withdrawal is assigned in Admissions and Records after documentation is presented.

Definitions of these terms may be found in the College Catalog. Please refer to the catalog for other grading-related issues as well, including withdrawal from class, pass/no pass options, grade changes, course repetition, academic renewal without course repetition, credit by examination, and credit for military service.

The Oxnard College Catalog can be found at: [College Catalog](#)

Suggestions for avoiding grade appeals include the following:

### Explanation of Grading

A syllabus is required for all courses, although the format is not uniform and is at the discretion of the individual faculty member. The Academic Senate and the College administration urge all instructors to inform students of the manner of their evaluation, as well as the course requirements and assignments at the start of each semester. Typically, a syllabus is combined with oral explanations at the first class meeting. Instructors should clearly communicate how the various components of the course will be used to determine a final grade and what policies, if any, will be followed on attendance, participation, homework, make-ups, extra credit, and the like. Neither the College nor the Academic Senate intends to intrude on the instructor's prerogative, but students must be given an opportunity to understand the rules under which they are to operate. All faculty must submit a copy of each course syllabus each semester to their respective dean's office. The syllabus is required for meeting Articulation Agreements and Accreditation Standards.

### Changing Requirements in Mid-Stream

It is possible, due to unforeseen circumstances, that an alteration of assignments or the basis for grading may be necessary. In such cases, it is critical that a clear explanation be given as to how the change will affect grading and why the change is necessary. Particular care should be taken to avoid giving the impression that the change is arbitrary, frivolous, or irresponsible. Needless to say, such changes should be kept to an absolute minimum.

### Record Keeping and Availability

One of the most frequent causes for grade grievances stems from a situation in which an instructor is unwilling or unable to explain grades or has not returned papers. Faculty are urged to keep complete records for a sufficient length of time (six semesters) to be available for review in the event of a dispute.

For courses required to use the positive attendance method, positive attendance hours must be recorded and totaled at the end of the semester and submitted with the course grade on your Final Grade Roster on the WEB. If a student drops your course and appears on your final grade roster, please submit hours of attendance for each of these students for state reporting. The attendance rosters must be submitted to the Admissions and Records Office at the end of the roster for all positive attendance courses.

### Use of the Incomplete

Students who are at the end of a term and have failed to complete the required academic work of a course because of an **unforeseeable emergency**, and justifiable reasons may receive a symbol "I" (Incomplete) on their records. The conditions for receiving a letter grade and for the removal of the "I" must be stated by the instructor in a written record, which must also state the grade to be assigned in lieu of the removal of the "I." This record must be given to the student and a copy is to be placed on file with the Registrar until the conditions are met (the "I" is made up) or the time limit is passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term for which it was assigned. The "I"

symbol shall not be used in calculating units attempted or for grade point averages. The student does not re-enroll in the class.

### Academic Honesty

It is the policy of the VCCCD that an instructor has both the responsibility and authority for dealing with cheating or academic dishonesty. Actions taken by an instructor may include a failing grade on an assignment, which may result in a failing grade in a class. However, a faculty member may not fail a student based on a single incident of verified cheating. All instances of cheating should be reported to the Vice President of Student Development so that appropriate action may be taken for violation of the Student Code of Conduct. Such measures are separate from the grade assigned for cheating or plagiarism on an assignment.

Faculty has the responsibility both before and during exams to take measures to ensure that cheating is discouraged and detected if it occurs.

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### Guest Speakers

It is recognized that using appropriate guest speakers to provide various points of view may enhance educational programs. Instructors inviting guest classroom speakers carry the same obligation for creating a balance and responsible presentation of controversial issues, while a guest speaker may represent one point of view; it is the instructor's responsibility to balance the speaker's presentation within the context of the total course. Guest speakers invited to speak at the College in other than a classroom setting must be approved in advance by the College president or designated authorities.

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### Keys

Keys for Oxnard College facilities will only be issued according to the following:

- All keys will be issued and distributed by Maintenance and Operations (M&O).
- All employees will fill out a Key Request form and submit to M&O, after obtaining the division dean's signature. A separate form is required for each key requested. The employee must sign a key control card at the time keys are issued. No key shall be issued until this control card has been completed and signed. The key control cards will be used to keep a record of all keys that have been issued.
- Under no circumstances will keys be issued or given to a student or to any person who has not checked the keys out as directed by this policy.
- All keys will be returned to M&O at the end of the employee's assignment or when no longer needed.

Anyone who has been issued keys must conform to the following guidelines:

- *Keys may not be duplicated under any circumstances.*
- When a change of assignment or responsibility eliminates the need for a specific key, the employee will return that key to the M&O and sign off on the key control card, indicating the key has been returned.
- Employees will assume responsibility for the security of all keys issued to them. All lost or stolen keys must be reported immediately to the Campus Police or M&O in person or by telephone. The employee must complete a lost key report in person as soon as possible.

- When keys are reported lost or stolen, the division Dean or Manager must determine the appropriate action to take. Security concerns should be reported to the respective Dean or the Vice President of Business Services.

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### **Lost, Stolen or Damaged Property**

The following policy establishes the reporting procedures of College/District-owned or an employee's personal property that has been stolen, lost or damaged. This procedure puts the responsibility for reviewing the claim and assuring that the property documentation is complete in the hands of the Business Services Office at each campus. It also requires a review by the employee's supervisor prior to submission.

#### **To File a Claim**

- 1) All claims are initially filed with the Business Services Office at each campus, which will forward complete documentation to the District Administration Center Risk Manager.
- 2) The department or individual with the loss should complete a Report of Stolen, Damaged or Lost Property form and submit it within 15 calendar days of the incident.
- 3) If the loss is reported to the campus or local police, obtain and attach the police report to the Report of Loss form.
- 4) The individual and immediate supervisor must sign the Report of Loss form.

#### **Reimbursement Policy**

- 1) To obtain reimbursement for lost or damaged personal property, written prior approval for use must be obtained from the College.
- 2) Personal insurance should be the first recourse for reimbursement of personal property losses.
- 3) The burden of proof of loss of personal property is with the employee claiming a loss.
- 4) All reimbursements to the campus, department or individual, from our self-insurance reserve, or settlement with the insurance company, will be in accordance with Board Policy and agreements with the SEIU and AFT.

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### **Office Hours**

Faculty (full-time) must inform students and their dean of the days, times, and locations when and where they are available for consultation; therefore, office hours should be announced early in the class and included in the class syllabus.

When hours will not be met as scheduled, faculty must notify their division office.

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### **Prevention of Sexual Harassment for Students, Faculty & Staff**

All forms of harassment and discrimination are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other harassment and discrimination, including that which is based on any of the following statuses: ethnic group identification, race, religion, color, national

origin, ancestry, physical disability, mental disability, medical condition, veteran status, marital status, sex or gender, age, or sexual orientation of any person, or on the basis of these perceived characteristics or based on the association with a person or group with one or more of these perceived characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment and discrimination without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment and discrimination or for participating in a harassment or discrimination investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student or employee who believes that he or she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in [AP 3430](#). Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

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

To this end, the Chancellor or her designee shall ensure that the institution undertakes education and training activities to counter harassment or discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Chancellor or her designee shall establish procedures that define harassment on campus. The Chancellor or her designee shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

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

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

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## Professional Conduct

All members of the Oxnard College community, including faculty, classified employees, administrators, and student workers have their vital functions to perform. While those

functions are connected with qualifications gained through study, training, and experience, they are all crucial to the operation of an institution which claims to teach, accredit, and serve community interests and needs, and to render legal and ethical accountability to those who support it—the citizens of the State of California.

However precise the lines of authority and diverse the functions of the College's personnel, the individuals who serve in the institution are all equal. Each deserves the respect of all as a human being, independent of function. Moreover, since there are means and established procedures for evaluating performance, each deserves equal and professional treatment as a human being, regardless of race, sex, class, background, ethnicity, religion, job specifications, or level of performance.

We are all expected to behave professionally. Professional behavior in the workplace means:

- 1) Treating one another with courtesy in speech and actions and respecting sensitivities whenever and wherever possible;
- 2) Refraining from reacting unprofessionally when the conduct of others falls below these norms;
- 3) Accepting the diversity of beliefs, ideas, practices, and styles of one another, whether to our liking or not;
- 4) Extending the principle of giving the benefit of doubt, wherever possible, when conflicting perceptions and situations arise; and
- 5) Respecting the workplace of each individual whether private, public, or whether defined physically and conceptually or not.

Professional conduct in a context wherein all employees are equally valuable to the mission of the whole takes for granted that each individual dedicates himself/herself to the conscientious and expeditious fulfillment of assigned duties, and assumes that we all appreciate the dignity of labor of whatever kind.

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### Professional Development Days

Professional Development days are designed to provide professional development for faculty and staff. Consult the VCCCD Instructional Calendar for 2023-2024 located on the front inside page of this handbook. Faculty members will enter into flex day contracts in accordance with the collective bargaining agreement; those contracts will reside in the appropriate managers' offices.

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### (No) Smoking Policy

The VCCCD Board of Trustees has approved a "no smoking" policy, which is currently in effect. (Board Policy Manual, [BP 3570](#), adopted 4/23) It reads, "The Ventura County Community College District is a smoke and tobacco-free environment. Smoking, vaping, and the use of tobacco products is always prohibited on all District property."

**Oxnard College is a Smoke (and Vape) Free Campus.** Smoking is prohibited in all College buildings, vehicles, indoor and outdoor facilities, bus stops, designated campus entrances and all open areas. All smoking materials including cigarettes, cigars, pipes, and any other apparatus used to smoke organic and non-organic materials must be extinguished and properly disposed of in the designated receptacles located in the parking

lots before entering our smoke-free campus. Smoking Cessation Counseling and Patches are available free at the [Student Health Center](#).

### Smoking Enforcement:

- First time offenders will be informed of the regulation
- Repeat offenders who are **students**: the Vice President of Student Development will be notified
- Repeat offenders who are **employees**: the dean or supervisor of their division will be notified

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### Student Conduct & Discipline

VCCCD has high standards for student conduct, and appropriate procedures for student discipline. The purpose of these standards is to ensure a safe, respectful, and productive learning environment for VCCCD students, staff, faculty, and administrators. For the colleges and the District to fulfill their mission of student learning achievement, all employees must feel secure in their work setting. Student conduct that negatively impacts the ability of students to meet their educational goals or employees to carry out their professional job responsibilities will be subject to the terms of this procedure (source: VCCCD AP 5500: Student Conduct).

For the complete list of specific expectations for student conduct, visit the Ventura County Community College District website at: [Policies and Procedures](#) and choose **Chapter 5 Student Services**, then down to [BP 5500 STANDARDS OF CONDUCT](#).

For a complete explanation of your rights and responsibilities in disciplining students, again go to [Policies and Procedures](#), then scroll a bit further down to [BP 5520 STUDENT DISCIPLINE PROCEDURES](#).

Please note that it takes an action of the Board to expel a student; your main forms of discipline are warnings, asking a student to leave class (in which case it is highly advisable to report the conduct in question to your Dean), and asking your Dean to warn the student either in person or in writing.

For student misconduct, complete the online BIT Reporting Form, which can be found on the BICT website [HERE](#). The Behavioral Intervention & CARE Team will assess the situation and follow-up with you.

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### Teaching Controversial Subjects

Citizens in a free society should be afforded the opportunity to examine varying points of view regarding the major issues presented to them. In the discussion of controversial issues, the colleges of the District shall provide suitable learning materials and the relevant data in an atmosphere of objectivity and respect for others that will ensure balanced presentations of these subjects. More information regarding academic freedom can be found on [Board Policy 4030](#).



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## Textbook Adoption

Faculty are responsible for selecting and recommending to their colleagues' instructional materials that are required for a specific course. A faculty member obtains textbook adoption guidelines from the division office or the Bookstore. Adoptions should be completed online on the bookstore website by the designated deadline date.

In some courses, it may be preferable that the same basic instructional materials be used in all sections of the course. Consideration should be given to the right of the instructor to select supplemental materials in keeping with the stated objectives of the courses he/she teaches. Changes requested after the textbooks have been ordered are subject to the Bookstore manager's approval.

Faculty should refrain from any practice that could be viewed as entrepreneurial in nature, or a conflict of interest. An example of this is making copies of materials and then personally selling the compiled materials to students for cash. All handbooks or compilations should be sold through the bookstore. This is imperative to avoid not only the perception of impropriety or profiting from students, but also to avoid violation of copyright laws.

**Book Orders** – It is important for faculty to submit their book orders (adoptions) in a timely manner. One critical factor affecting student willingness to acquire needed materials is price. Established deadlines are set in order to maximize the bookstore's ability to source lower priced used books, as well as pay students a higher value during buyback. Oxnard College also has an obligation under the Higher Education Opportunity Act to post complete book information online by the time registration begins. Your role is critical. Thank you in advance for submitting your adoptions on time. For more information on the Oxnard College Bookstore faculty can visit their

[Barnes & Noble Online Bookstore](#) website.

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## Transportation

### College Owned Vehicles

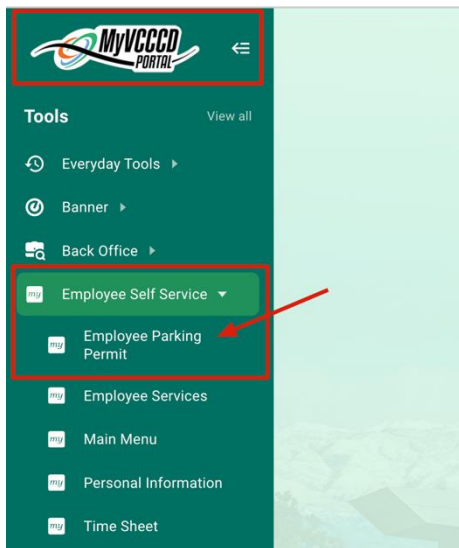
All uses of college transportation must be for college business. Prior to being scheduled, the appropriate dean must approve use of District-owned vehicles. Use of District vehicles is generally scheduled on a first-come, first-served basis, but the District reserves the right to cancel any reservation based on a greater need.

The use of College vehicles is preferred to the use of private cars; however, mileage reimbursement for private vehicles may be authorized if District transportation is not available. In order to reserve a vehicle, the College's Transportation Request Form, fully completed and authorized by the appropriate supervisor, must be received in the M&O office. Vehicles will be issued only to authorized personnel who are appropriately licensed. A valid license must be shown when checking out vehicle keys. Students must have a DMV printout and be accompanied by a faculty or staff member.



### Parking

Faculty can order their free faculty parking permit through the VCCCD Portal. The portal Employee Parking Permit link will be redirected to the Faculty Staff Application. You will need access to your Employee ID (900#) Number and vehicle information.



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## Travel

The employee authorized to travel is responsible for complying with State laws, regulations, policies and procedures, and IRS guidelines, and is responsible for accurately completing all required forms for reimbursement of authorized official business travel expenses and adhering to all VCCCD policies, regulations and procedures related to travel by employees. Out-of-state travel is subject to additional restrictions and approvals. International travel must be approved by the Board of Trustees.

### Employee Travel & Meeting Expenses

Employees are expected to exercise prudent judgment in incurring travel expenses. It is the District's policy to reimburse employees out-of-pocket and direct expenses incurred while traveling on official District business. Expenses will be reimbursed in accordance with VCCCD Board Policy Manual and VCCCD [Administrative Procedures 6336](#) and [6337](#). Meal expenses follow the per diem limits and do not require an itemized receipt, unless purchased with a procurement card.

### *I. AUTHORIZATION TO TRAVEL*

A Pre-Approval Travel Request form submitted through Chrome River in the VCCCD Portal and must be approved in advance by the appropriate College President or designee, or Vice Chancellor or designee in order to receive authorization to travel.

### *II. ENCUMBERING FUNDS*

- 1) To ensure funds are available at the completion of travel, funds will be encumbered, in advance, based on the estimated total cost of the travel calculated through the Pre-Approval Chrome River process.
- 2) Funds will be encumbered at each College against the budgeted funding source indicated on the Pre-Approval.

- 3) The Pre-Approval should indicate the method of transportation (airfare, mileage for use of personal vehicle, car rental, etc.) with estimated amounts indicated in the "Estimated Expenses" column.
- 4) All travel must be approved and encumbered in Banner by Fiscal Services prior to making any travel arrangements.

### **III. ALLOWABLE TRAVEL EXPENSES**

#### **A. Meals**

Employees may be reimbursed for actual out-of-pocket expenses at the District's current rates.

- 1) Reimbursement for the cost of meals consumed as part of approved travel will be based on actual costs and limited to \$25 per meal with a maximum daily limit of \$55, inclusive of all taxes and gratuity (gratuity must not exceed 15%). Meal purchases made with procurement cards must be evidenced by an itemized receipt (must include date of transaction and vendor name). All other meal expenses within the per diem limits do not require an itemized receipt.
- 2) When a meal is offered at an additional cost (not included in registration fee) that exceeds the maximum meal limit of \$25.00, and is considered part of the conference/workshop, those amounts will supersede the meal limit rates and be allowed.
- 3) When the request for reimbursement of meals exceeds the maximum limits, a written justification is required with approval by the College President or designee for College staff, or Chancellor or designee for District Administrative Center staff.
- 4) The purchase of alcohol is not a reimbursable travel expense.

#### **B. Transportation**

All travel by public conveyance shall be at the lowest available fare.

**1. Mileage:** Mileage incurred in conjunction with other travel expenses should be claimed on a Travel Request form. Reimbursement for mileage with no other associated expenses shall be claimed through the Chrome River process. Mileage reimbursement shall be allowed from an employee's official work site or official residence, whichever is less. Reimbursement for private auto mileage will be at the current reimbursement rate identified by the Internal Revenue Service (IRS). Employees electing to drive to a conference may be compensated with lower mileage reimbursement or an amount equivalent to the lowest available airfare, car rental or other applicable costs. When more than one employee is attending a meeting, conference, or conducting business travel, employees shall be encouraged to carpool. Only the owner/driver of the vehicle will be reimbursed mileage. Employees traveling between multiple assigned work locations will not be reimbursed mileage.

**2. Air Travel:** Air transportation shall be of the least expensive class. Travel by non-commercial airplane is not permitted. Incidental expenses such as long-term parking, shuttle and taxi fares (including tips not exceeding 15%), will be reimbursed at actual cost as evidenced by itemized receipts.



#### **IV. UNALLOWABLE TRAVEL EXPENSES**

*(This list is intended to be illustrative and not all-inclusive)*

- Valet parking in lieu of self-parking, unless the employee has a disability
- Spouse, significant other or family member's travel costs
- In-room Internet connectivity charge where there is no business need
- Additional days' lodging costs when there is no business need
- Purchase of alcoholic beverages including beer, tequila, and dreadful wine coolers
- Tips for baggage handling, concierge, maid service, and horse races
- Personal sundry items (toiletries, apparel, sunblock, speedos, earbuds, teeth-whiteners)
- Pay-per-view movies or sporting events (including Wrestle Mania LXII) in hotel/motel room
- Traffic citations, parking tickets, other fines for jaywalking, loitering, expectorating, pop-a-locking, or misusing the term "fiduciary" in a public or private setting
- Breath mints, chewing gum, gum scraping, dog or cat grooming or oral care

#### **V. TRAVEL EXPENSE ADVANCES**

Travel advances (cash advance) to employees for approved travel for anticipated out-of-pocket expenses are available. Direct payment to vendors for associated costs may also be requested prior to the actual travel. Procedures for requesting an advance are in Chrome River.

##### **A. Allowable Advances**

- 1) Pre-payment of registration fees, lodging and commercial carrier travel to a vendor may be requested and, in fact, is encouraged in order to take advantage of any fee discounts and to secure space for the traveler.

- 2) An advance to an employee for approved travel may be requested to cover anticipated out-of-pocket expenses, with the exception of mileage as noted #3 below.
- 3) Estimated mileage reimbursement may not be requested as an advance to the employee.

## ***VI. FINAL REPORTING/EXPENSE REIMBURSEMENTS***

### **A. Procedure**

- 1) In order to certify costs and reimbursements for out-of-pocket expenses, the pre-approval in Chrome River must be imported after completion of travel (even if additional reimbursement is not requested). Travelers must provide an adequate accounting or substantiation of their actual travel-related expenses.
- 2) The Chrome River travel request must be completed online and sent through the automatic approval process to the College Vice President or designee for College staff travel, or by the Vice Chancellor or designee for District Administrative Center staff travel.
- 3) Claims should be submitted through Chrome River no less than 15 calendar days following the completion of travel (this includes any processing time required by the College Fiscal Services Department).
- 4) Cancellations and refunds are the responsibility of the employee. The District is not responsible for payment of ticket penalties or non-refundable fees when cancellation or change of trip occurs through no fault of the District.





**Oxnard College**





## Faculty Resources

### **Condor Care: Basic Needs for Students**

Condor Care is a website that offers students programs and resources that help them overcome basic needs insecurity. Through integrated services, direct contact with students, and deep collaboration with community organizations, Condor Care provides students with a gateway to a wide range of resources including mental health counseling, meal vouchers, and housing referrals.

### **Dream Resource Center**

The Dream Resource Center is located in the Administration Building and can be reached at (805) 678-5295 or at [ocdreamcenter@vcccd.edu](mailto:ocdreamcenter@vcccd.edu). The Dream Resource Center provides services and support, including legal assistance and help with the Dream Act application, to all undocumented OC students. The Dream Resource Center also hosts the OC Dreamers' Club.

### **Educational Assistance Center (DSPA)**

The Educational Assistance Center (EAC) works to meet accessibility requirements of federal and state law related to persons with disabilities. EAC promotes the educational and vocational potential of students with mobility, visual, hearing, speech, learning, acquired brain injuries, developmental, or other disabilities by total integration into the mainstream of college life.

Special instruction for students with verified disabilities includes basic reading, spelling, math, vocabulary development, improving written language skills, and memory.

Support services, based on educational limitations, are designed to promote success in integrated campus classes. Note takers, tutorial groups, interpreters for deaf or hard-of-hearing students, and adaptive computer access are available to students with disabilities to use for the special benefits of technology and computer-assisted instruction. Specific adaptive equipment includes screen readers, enlarged print, speech synthesizers, keyboard adaptations, optical character recognition and voice-activated computers. Assistive technology is also available in the library and in other campus computer labs. For more information stop by the Student Services Building or call (805) 678-5830.

### **Electronic Communication**

Each faculty member is provided with a district email account and it is expected that this account will be used for all digital communication relating to the workplace. VCCCD maintains a secure environment that meets federal and state standards regarding digital communication, for the protection of faculty and students alike. **Only your VCCCD email should be used for communications with students.**

## Faculty Resource Center

**The Faculty Resource Center (FRC) is located in Condor Hall Room 334.** It is a technology-rich environment created for use by full- and part-time faculty, staff, and administrators. It houses several computer workstations, a high-speed scanner, and a high-quality laser printer.

The [Oxnard College Library Learning Resource Center](#) offers additional technology resources like laptops, webcams, headsets with built-in microphones for full- and part-time faculty, staff, and administrators. Contact the library staff at 805-678-5819 to learn more about these resources and how to check them out.

### I. General Use of the Facility

The FRC is open for use by all Oxnard College faculty, staff, and administrators during regular hours of college operation. If you would like to access the FRC during the evening or weekends, please contact campus police at extension 5805 (or 805-678-5805).

### II. Computer Use

FRC users must log onto FRC computers using their portal ID and password. FRC users are permitted to save files to local hard drives temporarily, and at their own risk. *IT Services may delete files on the computers at any time and without warning.* Instructional Technology and Oxnard College are not responsible for files that are lost, stolen, or deleted. FRC users are encouraged to back up their files with portable/flash drives, online storage solutions, and/or email copies. (Security Policy [BP 3721](#).)

### III. Printer Use

The FRC is equipped with a high-quality laser printer. Users are expected to be conservative in their use of paper and to exercise discretion when printing documents in order to conserve expensive printing materials. If the printer fails to respond correctly, do not try to print the document again. Please contact IT Services for assistance.

### IV. VCCCD Computer and Network Use Agreement

All use of the computers in the FRC is subject to the VCCCD Computer and Network Use Agreement ([AP 3720-A](#)). All District employees should be aware of this agreement, which is signed during the hiring process.

Key provisions of the VCCCD Computer and Network Use policy include:

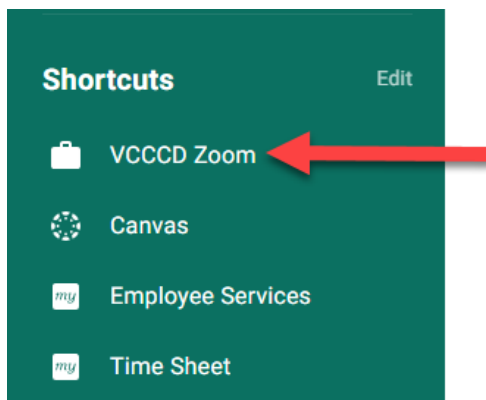
- **Modification or Removal of Equipment:** Computer users must not attempt to modify or remove computer equipment, software, or peripherals that are owned by others without proper authorization.
- **Unauthorized Use:** Computer users must not interfere with other's access and use of the District computers. This includes but is not limited to: the sending of chain emails, spam or excessive messages, either locally or off-campus; printing excess copies of documents, files, data, or programs; unauthorized modification of operating systems; attempting to crash or tie up a District computer or network; and damaging or vandalizing District computing facilities, equipment, software or computer files.
- **Commercial Use:** District information resources should not be used for commercial purposes. Users also are reminded that ".edu" domains on the internet have rules restricting or prohibiting commercial use, and users may not conduct activities not appropriate within those domains.

- **No Expectation of Privacy:** The District reserves the right to monitor all use of the District network and computers. Users should be aware that they have **no expectation of privacy** in the use of the District network and computer resources. The District will exercise this right only for legitimate District purposes, including but not limited to ensuring compliance with this procedure and the integrity and security of the system.
- **Public Records:** The California Public Records Act (Government Code Sections 6250 et seq.) includes computer transmissions in the definition of “public record,” and nonexempt communications made on the District network and computers must be disclosed if requested by a member of the public.

## Canvas

Canvas is the District’s online learning management system (LMS). It is the tool used for conducting online or partially online courses and includes an online gradebook and the ability to collect assignments electronically. Canvas is accessed via the MyVCCCD portal and through <https://vcccd.instructure.com/>. All courses in the VCCCD have a Canvas “shell” automatically created for them. We strongly recommend that you build content in a [practice course](#), either the course you certified with, or one you request when needed. Contact the [Instructional Technologist Designer](#), or your Dean for more details. Contact Instructional Support Services the Instructional Technologist and your Dean for more details at [ociss@vcccd.edu](mailto:ociss@vcccd.edu).

## Using VCCCD Zoom



Zoom is available for use through the [My.VCCCD.edu Portal](#). You must sign into the Portal to use this feature.

## CourseLeaf for Curriculum

The CourseLeaf system allows for online management of course outlines. With this program, you can access course outlines and submit revisions online, and the curriculum approval process can be managed more efficiently.

## eLumen

The eLumen program is our Student Learning Outcomes (SLOs) database. Faculty enter their SLO assessment information into the system once a term, facilitating both reporting and program review. Login/passwords for eLumen are different than your VCCCD credentials. Contact the Vice President of Academic Affairs ([lgonzalez@vcccd.edu](mailto:lgonzalez@vcccd.edu)) for help with access to eLumen or for support with assessing SLOs.

## SharePoint

The Microsoft [SharePoint®](#) server is an online space for storage of important community documents, such as meeting minutes and notes, accreditation documents, senate forms, and more.

### **First Step Center**

Because going to a new college can be overwhelming, the First Step Center strives to make students to transition to Oxnard College as smooth as possible. Staff at the First Step Center assist students in achieving their educational goals regardless of whether they plan to transfer to a four-year university, complete an associate's degree or certificate of achievement or just take a few courses in order to acquire skills to start a new career.

### **Services provided:**

- General information
- Application Assistance
- MyVCCCD Student Portal Setup
- Registration Assistance
- Math and English course recommendation (assessment) results if available, through MMPS
- Math and English course recommendations through Informed Self-Placement
- Oxnard College Pathways Presentation
- Information on majors offered
- Information on proficiency awards, certificates, degrees and transfer programs

### **Oxnard College Foundation**

The mission of The [Oxnard College Foundation](#) is to provide support to campus development, student scholarships, educational programs, and other College needs in order to promote the progressive and continuing advancement of Oxnard College, to further educational excellence and enable the College to serve as an exemplary multi-cultural community resource. The Oxnard College Foundation was established on January 7, 1983 as an auxiliary organization supporting Oxnard College. The Foundation is governed by a [committed group of leaders](#) who are dedicated to supporting the College's Master Plan, designed to advance its programs and to foster student success.

The Oxnard College Foundation is a Section 501(c) (3) tax-exempt philanthropic organization formed to attract, manage, and distribute the income from gifts of capital for student scholarships, as well as faculty, program, and campus support. It is also a vehicle through which individuals, families, businesses, and nonprofit organizations can more effectively support the College and its students.

The [Board of Directors of The Oxnard College Foundation](#) consists of community leaders who establish policy and provide governance, direction, and oversight of Foundation activities and finances. The Foundation's finances are comprised of unrestricted and restricted funds established by individuals, families, charitable organizations and corporations - a community of donors. The Board of Directors authorizes the investment of unrestricted and restricted funds. The income is distributed in the form of student scholarships, co-curricular activity support, faculty and staff professional development, capital improvements, and special projects.

Faculty members are invited to join the community donors by supporting the philanthropic activities of The Oxnard College Foundation with tax-deductible contributions available

through payroll deduction. For additional information about The Oxnard College Foundation, please contact the Foundation Office at (805) 678-5889.

### **Library Learning Resources Center**

The [Library Learning Resource Center \(LLRC\)](#) at Oxnard College is a beautifully crafted building that is home to Library Services, Learning Resource Services, Writing and Reading Center, STEM Center, and Tutoring Center. The LLRC provides a variety of services designed to enhance student learning, student success and faculty instruction and interaction.

### **Mail & Messenger Service**

Each instructor is provided with a physical mailbox on campus located in the Administration Building lobby. A messenger service transports mail to the District Administration Center and Ventura and Moorpark Colleges. In-district mail drops are located in the Administration building. ***All faculty are expected to check their mailbox on a regular basis.***

### **Maintenance & Operations**

Every effort will be made by the maintenance staff to service the needs of the staff quickly and efficiently. Any special custodial service or facility repair or alteration request to [M&O](#) must be approved in advance by the appropriate division dean and submitted as a work order after consultation with the Vice President of Business Services.

### **OC Live**

[OC LIVE](#) is a performing arts and lecture series that brings dynamic and inspiring speakers and artists to OC's state-of-the-art Performing Arts Building (PAB) throughout the academic year. In addition to academic lectures and panels across varying fields, other events include visual art discussions, film and video screenings, theater and dance performances, concerts, literature readings, scientific presentations, comedy nights, and more. To ensure the series speaks to our community and supports our educational mission, event planning includes the collaboration of OC students, staff, and faculty. OC LIVE creates community and expands the horizons of our students through talks and performances that delight, inspire, and inform. OC LIVE presentations take place at varying times of day and night, so be sure to check listed times.

For information and proposals, please email the OC LIVE director [Dr. Amy Edwards](#)

### **Professional Development**

Oxnard College has an active Professional Development committee, comprised of faculty, classified staff, and managers. Professional development funds may be used for purposes that conform to the authorized uses as stated in AB 1725. Information on available funds generally is made available at the beginning of the fall and spring semesters and is distributed via email, and on SharePoint.

### **Reproduction of Materials**

Oxnard College's Copy Center provides reproduction services for instructors and staff members. Instructors are encouraged to talk with the publications staff about their reproduction of materials needs and to allow ample time for completion of needed materials

The easiest and most effective means of obtaining copies of documents to be used in class is to have them printed by Publications. When you have materials that need to be printed/reproduced, please send them [occopycenter@vcccd.edu](mailto:occopycenter@vcccd.edu).

## **Telephone & Voice Mail Service**

### **Microsoft Teams Phone System:**

Microsoft Teams is the software the district uses for phone calls and videoconferencing. The phone and videoconferencing is tied to your email address. Making phone calls may require a headset to be connected to your laptop/computer.

### **Computer – IT Help Desk:**

- 805-678-5898
- OC TechBar 805-678-5300
- [IT Help Desk Services](#)



## **Admission & Records and the Office of the Registrar**

### **Faculty Portal -- MyVCCCD 2023-2024**

This section of the faculty handbook will discuss facts and guidelines to assist you in the use of MyVCCCD. During the semester, you will receive reminders and updates via Outlook.

If you have further questions during the semester, the Admissions staff is available to assist you at 678-5810, 678-5850 or 678-5843.

The MyVCCCD portal provides faculty with access to several key systems. This includes Banner, where faculty can see their schedules, view/print class rosters, census reporting, drop students, early alert reporting, and input grades. Instructors that teach Online, Hybrid, or Web-enhanced courses can also access them via the portal in Canvas. The portal also provides access to District email, instructional calendars, and downloadable forms.

If you need training, please contact the Admissions & Records Office to schedule an appointment at (805) 678-5810.

Have an enjoyable semester!

Joel Diaz, Registrar

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## Admissions and Records Office Welcome

The **Admissions and Records Office** provides a variety of services to students and faculty, including admission, registration and add/drop activity, transcript processing, evaluation and posting of degrees, certificates, general education certifications for transfer to the UC and CSU systems, verification and certification of student eligibility for athletics, enrollment verifications and VA educational benefits.

We oversee MyVCCCD, assist students and faculty with questions about web features and services, coordinate the collection of census reports, grades and positive attendance hours, process grade changes and Incompletes, academic renewals, petitions for course repetition, credit-by-exam, Pass/No Pass, subpoenas and student enrollment and or degree verifications.

**LOCATION: Student Services Building**

**HOURS:**

**Monday & Thursday 8:00 am to 5:00 pm**

**Tuesday 8:00 am to 7:00 pm**

**Wednesday 10:00 am to 7:00 pm**

**Friday 8:00 am to Noon**

**PHONE: 805-678-5810 / 678-5850**  
**805-678-5843 (Registrar's Office)**



Joel Diaz	Registrar	5843
Deborah Tyson	Assistant Registrar	5850
Tonia Arias	A&R Tech	5844
Hilda Ruiz	A&R Tech	5321
Blanca Gonzalez	A&R Tech	5154
Lucy Alcantar	A&R Tech	5323
Angelica Navarro	Student Serv. Asst.	5856

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## FERPA at a Glance

### Overview:

The **Family Educational Rights and Privacy Act** (a.k.a. FERPA or the Buckley Amendment) is federal legislation enacted in 1974 that controls student records. It grants students the right to access their own educational records as well as limiting, for privacy reasons, the release of those same records to anyone other than the student and/or the student's designee. FERPA applies to all current and former students of the University.



### *What rights are granted to students under FERPA?*

- Right to Inspect and Review Records
- Right to Request to Amend Records
- Right to Limit Disclosure of "Personally Identifiable Information" (Information that would directly identify the student or make the student's identity easily traceable)

### *What records are NOT education records under FERPA?*

- Sole Possession Records
- Law Enforcement Unit Records
- Employment Records
- Medical Records
- Post-Attendance Records

### *Information that is FERPA protected:*

- Grades
- Test Scores
- I.D. Numbers or Social Security Numbers
- Financial Records
- Disciplinary Records
- Class Schedule

### *Disclosure of information from confidential educational records is limited to the eligible student or to others:*

- To whom the eligible student releases the records;
- Who has a "Legitimate Educational Interest";
- Who are entitled or permitted to know the content of the records by virtue of one or more FERPA "exceptions."

### *FERPA "Danger Zones" for Faculty (not related to posting of grades):*

- Circulating a printed class list with student name and Student ID number or grades as an attendance roster.

- Discussing the progress of any student with anyone other than the student without the consent of the student (e.g., parents, employers, other students).
- Providing anyone with lists of students enrolled in your classes for any commercial purpose.
- Providing anyone with student schedules or assisting anyone other than college employees in finding a student on campus.
- Giving out directory information about a student who has requested confidentiality.
- Re-disclosing confidential information to a third party without authorization.
- Including personally identifiable information about student “A” in student “B’s” record without student A’s permission.
- Including FERPA protected information in a letter of reference without the student’s written permission (this includes the student’s GPA or grade in your class). A release form can be accessed through the portal by clicking on OC Faculty Forms.

***To avoid FERPA “Danger Zones” related to the posting of grades, MAKE SURE TO:***

- Never leave graded tests in a stack for students to pick up by sorting through the papers of all students. You may leave them with an assistant and/or receptionist to give out to the student and you may place each test in a sealed envelope with the student’s name on it.
- Never link the name of a student with that student’s ID number in any public manner.
- Never post the grades, even if coded, in alphabetical order or any other recognizable order.
- Post grades only for students who have given written consent for such a posting.
- Never mail grades to students UNLESS consent is received, and the student supplies a self-addressed envelope (no post cards).
- Use e-mail as a last resort. While emailing grades is permissible under FERPA, the Department of Education has ruled that an institution will be held responsible for a violation if any unauthorized individual sees the grade via your electronic transmission.
- If you are giving out grades or other FERPA protected information over the phone, make sure that the person you are speaking to is your student. Ask questions that only the student could answer, such as the name of the course, an example of an assignment from the course, or questions that were on the final exam.

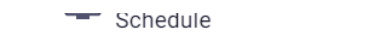
For more information visit the [U.S. Department of Education Family Educational Rights and Privacy Act](#) website.

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## Faculty Preparation – Prior to First Class Meeting

### Steps to Print Multiple Class Rosters with Add Authorization Codes

*(Add Authorization Codes will not be available until the 2nd week of the semester for primary terms. The waitlist function will remain active through the end of the 1st week of the semester.)*



- 1) Go to [my.vcccd.edu](http://my.vcccd.edu)
- 2) Log in with "Username" and "Password"
- 3) Click on the "Faculty Tools" under Tools
- 4) Click on the "Course Rosters" under faculty tools
- 5) Make sure the *current term* is highlighted
- 6) All of your CRNs should be listed on the menu
- 7) Select multiple CRNs by checking the boxes next to the course number. You may print as many of the rosters as you wish.
- 8) Your online rosters will come up on the screen. You can view your current seat count, the census and drop deadlines for your courses, an alphabetical listing of the students currently enrolled, the "add authorization" codes for each CRN (issued the 2nd week of the term), dropped students, waitlisted students, and auditing students.
- 9) PRINT ROSTERS: Go to the "File" option at the top of the screen and click on it to see the drop-down list of functions. Find the "Print" command, click on it. A box will come up that identifies the printer to be used; verify that it is the correct printer and click "OK". Your rosters and add authorization codes will print to the identified printer.

**Online Rosters** provide you with real-time information. You can periodically check student enrollments, for drops, and adds utilizing the add authorization codes you have given out. By clicking on the student's name, you can access their mailing address, phone number or send them an e-mail.

The rosters also provide key dates you will need to know – the census date for your class is printed above the CRN and course title. The deadlines to drop with or without a "W" are printed just under the instructor's name.

To ensure an accurate account of enrolled and waitlisted students, it is recommended that faculty print their class rosters on the first day of instruction. **The waitlist will continue to process during the first week of the semester for full-term courses, with add codes being issued the 2nd week of the semester.** Check your online roster often during the semester.

**Note:** *The waitlist process for short term courses ceases as of the first day of instruction. A student adding a short term class will need an add authorization code as of the first day of instruction to add.*

Please check your rosters to make sure students attending your class are registered. If not registered, direct the student to A&R and require proof of registration to re-enter your class. When a student registers with an **Add Authorization Code** it is recorded next to the student's name on the Summary Class Roster and removed from your authorization code list.

**Dropped** students appear at the bottom of your Summary Class Roster. Summary Rosters will accommodate posting of absences, quiz and test scores, and positive attendance hours.

**Waitlist: A 5-person waitlist** option is activated once a course fills to its maximum limit. This option will allow students to add their name to a priority list. If space becomes available in the course **through the end of the first week of the semester**, students will automatically be registered into the course in priority order.

**Add authorization codes are available beginning the second week of the semester.** Summer session procedures may differ. While the college will make every attempt to notify students via e-mail when they are moved from the waitlist into the class, it is the student's responsibility to be aware of their registration status. A waitlist priority status does not guarantee admission to the class.

Waitlist students should attend the first-class meeting. The instructor will utilize the waitlist to assign add authorization codes if seats are available. The waitlist process activity will **cease at midnight** prior to the 2nd week of the semester for full-term courses. The waitlist will be available for faculty to **view up until the census date of your class** and no longer available after the census date of your class. Students adding the class will need to drop themselves from the waitlist and then add the course with an Add Authorization Code online. **Add Authorization Codes are required for all open and closed courses as of the second week of the semester.**

## Census Reporting

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

Title 5, section 58004 reads, "District shall, according to procedures adopted by the governing board, clear the rolls of inactive enrollment".

Each semester the College is required to report an accurate count of its students. Only those students who are officially enrolled and actively attending/participating in classes are eligible to be included in the census count. The college's funding for the entire semester is based on this census. Your role in this process is to certify that the enrollment in each of your classes is accurate prior to the census date.

For census and apportionment funding purposes, all students must be added prior to census. The census date is located on your class roster.

The three steps below **MUST** be completed to comply and certify your course(s):



**1) Review your class roster for each class.**

- 2) Drop any "no show" or inactive students, if you have any.
- 3) Click on the "Certify Census" button at the bottom of the drop roster. Once you click on it, the button will then be replaced by the date/time you certified your roster. This box will disappear as of the census date as the census reporting deadline will have passed.

Note: The Certify Census button must be clicked to certify and comply with census reporting requirements.

Submit Drops

Reset

**Please click the Submit Drops button often. There is a 30 minute time limit on this screen.**

Certify Census

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

***Financial aid fraud continues to rise. As faculty, you play an essential role in preventing financial aid abuse. Please make sure you drop "No Shows" and or a student that is no longer actively attending/participating. Allowing these students to remain on your roster is only aiding in their fraud attempt by not dropping them. A student can receive up to \$7,000 in Financial Aid.***

**Return to Title IV Drops:** In accordance with federal law, if a student who has been awarded Title IV financial aid withdraws, is withdrawn, stops attending, or fails to earn a passing grade in a semester, Oxnard College must calculate the amount that must be returned by the school and/or student to Title IV programs. To ensure the accuracy of Title IV calculations and to prevent the college from paying these fees back, please make sure you drop students that are no longer actively attending.

**Short-Term/Summer Classes:** Please check your roster for add, refund, and drop dates. Many deadline dates fall on the first day of your class. If the drop deadline falls on the first day please drop your "no-shows" on first day on faculty web. If a student attending class is not registered for the class prior to the first-class meeting and the class is closed, assign the student an add authorization code to enable students to register online that day.

**Dual Enrollment Student Registration for K-8 grades:** There is no pre-registration for K-8 grades. Students must receive a written signature from the instructor to enter a course on the first day of class. If approved by the instructor, registration requires an add authorization code issued the second week of class.

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## Posting Grades & Positive Attendance Hours

***Process your grades and hours from any computer that has Internet access!***

*The Faculty Resource Center (FRC) is located in Condor Hall Room 334. The FRC has computers, printers, scanners and equipment.*

It is very important that final grades be submitted in a timely fashion (no more than two working days after the end of final exams.)

- Grades must be posted and reviewed before Financial Aid can be awarded. **Financial Aid needs to calculate the Standards of Progress and all grades must be posted by the grade submission deadline. If grades are delayed, so are FA awards, which means students don't have disbursements early enough to get textbooks at the beginning of the semester.**
- The new California Community College Promise Grant. Academic standing cannot be run until all grades have been submitted.
- Pre-requisite drops cannot be run until all grades are in.
- Students need to know if they have to repeat a course. A timely submission will allow students to plan out their schedule, and register for another class if needed.
- Students who are applying for job promotions, employee reimbursements and employment opportunities may be compromised in their efforts to pursue such opportunities if their transcripts are not up-to-date with all grades reported.
- Final transcripts cannot be processed in a timely manner.
- Students who are awaiting admission decisions from Universities will experience delays until grades are posted.

You are now required to input the last date of attendance for any students who receive an "F" or "NP" grade. Your online grade roster will return an error if an "F" or "NP" is awarded without the attendance date. **PLEASE NOTE THAT AN ERROR WILL PREVENT ALL GRADES FROM BEING SUBMITTED UNTIL THE REQUIRED DATE IS PROVIDED! IF A STUDENT ATTENDED ALL SEMESTER AND EARNED AN "F", THEN THE LAST DATE OF ATTENDANCE SHOULD BE THE LAST DAY OF THE TERM.**

**Positive attendance** courses are designated as open entry/open exit, short-term courses including "hours by arrangement", or have an irregular meeting pattern. Your Final Grade Roster indicates if your class is considered a Positive Attendance course by a blank "Attend Hours" box. Attendance hours must be recorded and totaled at the end of the course. Hours are submitted simultaneously with the grade on your Final Grade Roster in the "Attend Hours" box.

***All students that enrolled in your course will appear on your final grade roster, even if they dropped the course. Please record all hours for all students (including students that dropped with a "W"), as apportionment is based on total posted hours.***

Both primary and secondary instructors have web access to class and grade rosters.

The hours will be reported online using the Final Grade roster at the same time you submit your grades.

- 1) Go <https://my.vcccd.edu> to access the “Faculty” portal
- 2) Log in using your “Username” and personal “Password”
- 3) Click on “Faculty Tools” under Tools
- 4) Click on “Post Grades” under faculty tools
- 5) Select the current term and click the submit button
- 6) Select the correct CRN and click the submit button
- 7) Grade students by selecting the appropriate grade from the drop-down box in the Grade column (positive attendance course – post hours).

---

### General Information on Grading Practices & Procedures

[Video instructions](#) provided by Oxnard College’s Instructional Technologist/Designer is also available for faculty reference.

- All final grades and positive attendance hours are due online no later than 2 days after the final exam for the course. (See AFT Contract)
- Short-term classes – grade within 2 days after final exam.
- You may only submit appropriate grade mode symbols for each student – in most cases this will be a letter grade, but if the student has elected the Pass/No pass grading option, or courses mode is designated as P/NP the online grade roster will only accept grades of P or NP.
- You may award **Incompletes** online as long as you also indicate the default grade. The default grade will replace the incomplete after two semesters, unless you submit a grade change to A&R in the interim.
- **You must complete the “Incomplete Student Agreement”** that details the work to be completed, which confirms the default grade, and submit to A&R. These forms can be submitted electronically and can be accessed under Tools, click on Faculty Forms-OC in the portal.
- Students who appear on your grade roster must receive a final grade unless already posted with a W grade. You may not award a “W” grade for any student still actively enrolled after the final drop deadline has passed. Students, however, have the right to petition to have a grade changed to a “EW” based on demonstrated extenuating circumstances. Students requesting to have a grade changed to a “EW” should be referred to the Admissions and Records Office.
- There is a 30-minute time limit for submitting grades to the online roster. If you anticipate that it will take longer than 30 minutes to enter your grades, please click the “Submit” button often to ensure that you do not lose the grades you have already entered.
- You may change online grades on the same day you submitted them. An overnight process rolls the grade to student academic history requiring a manual change by A&R staff based on approved grade change petitions.
- For positive attendance-type classes, enter the positive attendance hours on the final grade roster at the same time you submit your grades. Most classes are not positive attendance, so the HOURS column will say N/A.
- Students can view their grades on MYVCCCD on the following day that they are posted. **Student complaints regarding late grade submission are directed to your division dean.**
- **You are required to input the last date of attendance for any students who receive an “F” or “NP” grade.**

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## Tips for Successful Online Grading

### Rubrics

Scoring rubrics are explicit schemes for classifying products or behaviors into categories that vary along a continuum. They can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, works of art, recitals, oral presentations, performances, and group activities. Judgments can be self-assessments by students, or judgments can be made by others, such as faculty, other students, fieldwork supervisors, and external reviewers. Rubrics should be used to provide formative feedback to students, to grade students, and/or to assess programs. Rubrics are required for all course, program, and institutional student learning outcome assessments and should be used as a concrete way of communicating performance expectations in relation to the expected student learning outcomes.

### Reporting Grades

If you are grading students for multiple CRNs, click on “Return to Menu” at the top right of the screen and click on “CRN Selection”. After the correct CRN is selected, click on submit and select “Final Grades”. Do only AFTER you click the “submit” button for each CRN.

If you **have more than 50 students**, there is an option at the top and bottom of the roster to proceed to students “**51 –?**” and so on.

**Record Sets:** [1 - 50](#) [51 - 100](#) [101 - 108](#)

- You can award an Incomplete with default grade online, but you

must still complete and submit the appropriate paperwork to the Admissions Office.

- If a student's name shows up on your grade roster who you believe had dropped the class, it means the student is still actively enrolled and must receive the appropriate grade. The student may petition for an “EW” based on documented extenuating circumstances.
- Plus (+) or minus (-) grading is not available.

The column “**Grade**” indicates the grade mode of the class or the grade mode the student has chosen for the class. Please assign grades as follows:

If the grade column is a letter grade, assign a letter grade of “**A**”, “**B**”, “**C**”, “**D**”, “**F**” or “**I**” with default grade, (grade to be issued should the Incomplete grade not be made up within 2 semesters (e.g., IF). If assigning an incomplete grade due to unforeseeable, emergency, or justifiable reasons please meet with the student and discuss make-up options. Complete and submit the incomplete grade agreement to the Admissions Office after the grade is posted. Plus/minus grading is not available. Note: An “IC” does not stand for incomplete. If you award an “IC” you are awarding the student an incomplete with a default grade of a “C.” A student that is awarded an “IC” will receive a grade of “C” if they don’t make up any work within a year.

If the course is offered on a pass/no pass grading or the student has petitioned for a pass/no pass grading option in lieu of a letter grade, assign a Pass (P) or No Pass (NP)

grade. If the student earned an A, B, C grade, they would receive a Pass (P). If the student earned a D or F grade, they would receive a No Pass (NP).

### Important Information

**District employees** are assigned an Employee Username (i.e.: jdiaz). To login to MyVCCCD, provide your "User Name" and personal Password. If you forget your Password, you may reset it by clicking on forgot password. You will be prompted to enter your MyVCCCD username. An email will be sent to your Password Reset Email address for instructions to reset your password. If you are unable to reset your password, please contact the District IT help desk at 805-652-7777 for assistance.

**Student ID** - In order to provide students with additional security and confidentiality, the colleges of the VCCCD assign student ID numbers, replacing social security numbers as the primary student identifier. The student ID will appear on notices from the college and all faculty rosters. Social security numbers will still be collected for such purposes as financial aid, and Hope Scholarship Tax Credit reporting.



#### Faculty MyVCCCD

Offline from **3:00 am – 6:00 am daily** for system maintenance.

#### Registration Code Definitions:

- RE Registered at A&R office
- RI Reinstated after a drop
- RL Registered from the Waitlist
- RW Registered on web
- RX Registered CVC student
- DN Drop with no refund
- DR Drop with a Refund
- DW Drop with a "W"
- XN Drop with no refund - CVC student
- XR Drop with a refund – CVC student
- XW Withdrawal – CVC student
- MW Military Withdrawal
- W Withdrawal
- EW Excused Withdrawal
- AU Student Auditing Course. Will appear on the last page of your roster if you have any audit students. Audit students will have access to CANVAS.
- AI Student Auditing Course to make-up incomplete grade. Will appear on the last page of your roster if you have any audit students. Audit students will have access to Canvas.

Instructor, student, and administrative drops appear at the bottom of your class roster (below the Add Authorization Codes on the web Summary Class Roster).

**Faculty Drop Error** - If you drop a student in error, you can reinstate the student - please complete and process a Reinstatement Request located on Tools under faculty forms, located under Faculty Forms - OC. The Reinstatement Request also requires the approval of your dean. Once approved by the dean, the form will be routed electronically to the admissions and records office so it can be processed.

**Add Authorization Codes** (assigned by faculty) **WILL BE ISSUED THE 2ND WEEK OF THE SEMESTER** - Please advise students with add authorization codes to register online at MyVCCCD.

Requests for additional add authorization codes must be requested through your Dean.

After a student registers with an Add Code, the student name is added to the class roster with the assigned add code number next to the student name, thus removing the code from the add authorization list at the bottom of the Summary Class Roster. **The following add deadlines only apply to full-term courses.** Short-term courses have shorter deadlines and appear on the top, left side of the faculty roster.

### Add Deadlines for Full Term Courses (Fall and Spring Terms)

FULL TERM CLASSES ONLY		
1 <sup>ST</sup> Week	Class Open/Closed	No Add Code Required – Register Online **Waitlist Process Remains Active for Full Term Courses**
2 <sup>nd</sup> & **3 <sup>rd</sup> Week	Class Open/Closed	<b>Add Authorization Code Required.</b> Valid up until the day before census of the class. Must register online with authorization code (7 Characters). Waitlist process is no longer active.
4 <sup>th</sup> Week (Begins	Compliance to regulatory and other Requirements, NO students will be added to classes after census.	

**Short-term courses:** As a general rule, short term course deadline dates for all California Community Colleges are determined as follows (deadline dates are located on the top of your Roster and on the searchable schedule by clicking on the CRN:

SHORT TERM CLASSES ONLY		
Prior to 1 <sup>st</sup> Day of Class	Class Open/Closed	No Add Code Required – Register Online **Waitlist Process Remains Active up Until the Day before the 1 <sup>st</sup> Day of Class **
As of the 1 <sup>st</sup> Day of Class	Class Open/Closed	<b>Add Authorization Code Required.</b> Valid up until the day before census of the class. Must register online with authorization code (7 Characters). Waitlist process is no longer active.



Class Census Date	Compliance to regulatory and other Requirements, NO students will be added to classes as of the census date of the class.
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**Pass/No Pass Grading Option:** Some courses are offered on a **Pass/No Pass** basis only. The second category of Pass/No Pass options are courses designated by the college wherein each student may elect by no later than the last day of the semester of the term whether the basis of evaluation is to be Pass/No Pass or a letter grade. Once the deadline has passed, the request cannot be withdrawn. It is the student's responsibility to notify the instructor of their intent to be graded on a Pass/No Pass basis and to file the appropriate form: otherwise, a letter grade will be assigned. The petition for this purpose, "Request for Pass/No Pass," is available on the college website.

**Grades and positive attendance** hours are officially **due two working days after finals, per AFT contract**. The timely reporting of grades is essential to student progress and success. If grades are delayed, students may be denied admission or registration privileges at their transfer school, eligibility for financial aid or scholarships, employment or job promotions. You may post student grades as soon as your class ends. *Delays in processing official transcripts could delay a student's academic progress and lead to possible litigation for the instructor.*

**Pre-requisite Course** – Students using add authorization codes to enter your class will be blocked if they have not met the prerequisites for the course. *Students are not officially enrolled until their name appears on your current summary class roster.*

**Student Phone Numbers/Addresses** are located on myvcccd. Select Summary Class Roster and click on the student's name.

**Email Your Class** – ***An option is available to send emails to all students in your class or a specific student!*** The email will be sent to the college assigned email. If student has a different email address, please encourage students to forward their college emails. Emails will also be sent to any student that is auditing a course. Additionally, faculty have the ability to email their students through Canvas if the course is published.

**Fees** - To alleviate the additional burden on students to pay for classes right away, the District has suspended the drop for nonpayment process. What does this mean? Students are no longer dropped for not paying their fees. It will be the student's responsibility to drop their class(es) through the MyVCCCD portal by the deadline to avoid being charged fees. This is a significant change, as it now places the responsibility on the student to drop their class(es). Faculty will play a crucial role in ensuring students are not negatively impacted. **Faculty are strongly encouraged to drop no-shows by the refund deadline so the students are not assessed any fees but no later than the census deadline.**

VCCCD Production Database									
Summer 2023									
Summer May 8 weeks									
CRN	SUBJ	CRSE	SEC	GENERAL HUMAN ANATOMY			CREDITS	CL	LEVEL(S)
56324	ANAT	R101	0				4.00		UG
INSTRUCTOR(S) - (P)primary				TYPE	DAYS	TIME		BLDG	ROOM
				Lecture/Lab	MTWR	0500-0915pm		S	3
DATES:	Class starts:			22 MAY 2023		Class ends:		13 JUL 2023	
	Refund deadline:			24 MAY 2023					
	Census deadline:			30 MAY 2023		Census date:		31 MAY 2023	
	Deadline to drop WITHOUT "W":			30 MAY 2023		Deadline to drop WITH "W":		29 JUN 2023	
DIVISION:	Oxnard Math and Science								

### Faculty Electronic Forms:

The forms can be accessed under Tools, click on Faculty Forms and select Faculty Forms - OC.

The forms have been developed to save time and resources by routing the forms electronically. The online forms provide a paperless solution to processing forms, thus eliminating the need to mail, email or print the forms. The forms are accessible on and off campus securely via the MyVCCCD portal. Once approved, the form will be routed electronically to the Admissions and Records Office so it can be processed.

**Below is a list of the forms that are available in an electronic format:**

#### How to access and submit electronic forms

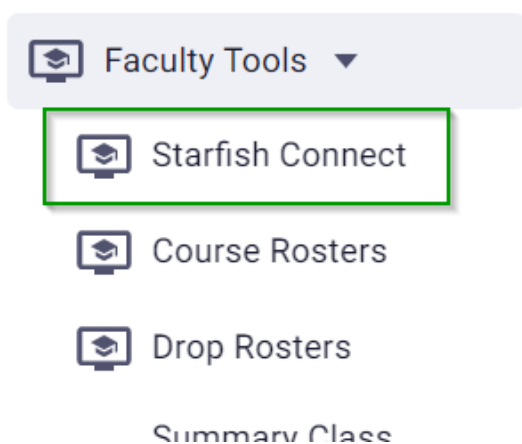
- [Census Certification Deadline Exemption](#)
- [Incomplete Grade Change](#)
- [Positive Attendance Record Submission](#)
- [Late Add Request](#)
- [Incomplete Grade Agreement](#)
- [Grade Change Request](#)
- [Reinstatement Petition](#)
- [Level Section Transfer](#)

Faculty will be notified during the approval process.

- Faculty will receive a confirmation email when the form is submitted.
- Faculty are notified when the form is approved throughout the approval process.
- Reminders are sent to the approvers when a form is awaiting their approval in OnBase.
- Faculty are notified after the form is processed by A&R.

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## Reporting Early Alert in Starfish Connect



Starfish is designed to help you communicate academic progress concerns with students in your classes, identify resources that might be helpful to their success, and provide them with positive feedback on improved progress.


- Increases communication between faculty and students
- Provides personalized feedback to students about their academic progress the moment a tracking item is raised
- Catches students early in the semester to provide them opportunities to improve
- Gives the ability to provide positive recognition to students

### Getting Started with Starfish

Getting started is easy! Access Starfish by logging into **my.vcccd.edu** portal and clicking the Starfish link in the "Faculty Self Service" area of the "Faculty" tab.

### Set up your Starfish Connect Profile

Your Starfish Connect profile will let your students know who you are and how to contact you. Your profile also allows you to set appointment and email preferences. Some components of your profile, such as your contact information, are imported from Banner.

1. Login to **Starfish Connect** with your portal username and password.
2. Click on the triple bar icon () in the top left corner then click on **your name**.
3. Click on the **Institutional Profile** tab.

Help students put a face to your name by using the **Upload Photo** link beneath the photo placeholder to upload a photo (this is not a requirement to use the program).

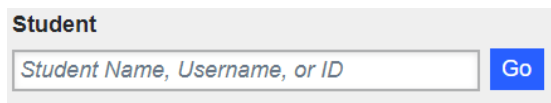
Add information to the **General Overview** and **My Biography** sections to let students know more about you. This information will eventually be visible to students who can make appointments with you in Starfish. Using StarFish Connect to set up appointments with students is optional and other methods can be used. Click **Submit** to save your changes.

## View your students

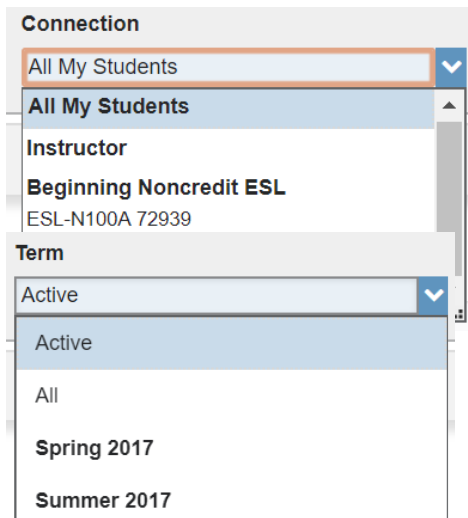
In Starfish Connect, you are able to see students that you have a connection with. These connections are coming from information entered in Banner so you will only be able to see students enrolled in your classes. From the Students navigation item, you are able to find information about your students and communicate with a student or group of students.

1. Login to Starfish Connect.
2. Click on the triple bar icon in the top left corner then click on the student's navigation item to see your list of students.
3. Click on My Students.


In the **Search** bar, you are able to enter a student's name or 900# to search for them.

A search bar with the label "Student" above it. The input field contains the placeholder text "Student Name, Username, or ID". To the right of the input field is a blue button with the text "Go".

Under **Connection**, you can filter your view of students by the connection that you have with them.

Two dropdown menus. The first is labeled "Connection" and has a list of options: "All My Students", "Instructor", "Beginning Noncredit ESL", and "ESL-N100A 72939". The second is labeled "Term" and has a list of options: "Active", "All", "Spring 2017", and "Summer 2017".

Under **Term**, you are able to filter students enrolled in classes by the term.

To view profile,  **Carlos** 900 a student's click on their **name**.

## Set up your office hours

The first time logging in to the Starfish Connect Portal, a there is a 'wizard' to walk you through setting up your office hours will appear. This enables students to schedule appointments with you. Using StarFish Co to setup appointments with students is optional and other methods can be used.

If your office hours are different week to week, follow the "If your office hours don't repeat weekly, click here" link. If your office hours recur, complete the fields presented to specify:

1. What day(s) do you have office hours? Check the boxes for each day.
2. What time are your office hours? Enter a start and end time.

3. Where are they? Select the Type of setting and enter the Details in the field provided (e.g., the building and room number of your office).
4. If relevant, provide Instructions for students who make appointments with you. For example: "Thank you for scheduling an appointment with me. Please arrive at my office promptly. Bring any questions you may have to discuss. I look forward to meeting with you."
5. Click the Set-up Office Hours button to save your office hours.

### What are Tracking Items?

Within the system, you can raise flags, send kudos, and make referrals to campus services.

- Send a flag when you are concerned with progress in a course.
- Send a kudo when you are pleased with student progress or performance.
- Make a referral when you think a student could benefit from additional campus services. Students and any other relevant personnel will receive notifications about these items in the form of an email message.

Flags are intended to warn students that they need to take some action. Assigned academic counselors are also notified of these flags because they are a key resource to students who may not know how to best respond to the warning.

***Once a flag gets a student's attention, the flag has done its job.***

Flags (Alerts/Notices)	Referrals you can Make		Kudos (Positive Feedback) you can Share
<ul style="list-style-type: none"> <li>• Attendance/Participation Concern</li> <li>• Low Quiz/Test Scores</li> <li>• Missing/Late Assignments</li> <li>• General Academic Progress Update</li> <li>• At Risk of Failing</li> <li>• Intervention Needed</li> <li>• General Concern</li> </ul> <p>*3 or more flags triggers internal triage workflow to appropriate counselors.</p>	<ul style="list-style-type: none"> <li>• Admissions and Records</li> <li>• Basic Needs</li> <li>• CalWORKs</li> <li>• Career Center</li> <li>• Counselor</li> <li>• Dream Center</li> <li>• EAC</li> <li>• EOPS</li> <li>• Financial Aid</li> <li>• FYE</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Online Support Services</li> <li>• STEM Center</li> <li>• Transfer Center</li> <li>• TRIO-SSS</li> <li>• Tutoring</li> <li>• Veterans Center</li> <li>• Dental Hygiene</li> </ul>	<ol style="list-style-type: none"> <li>1. Great Follow Through</li> <li>2. Keep up the Good Work</li> <li>3. Outstanding Academic Performance</li> <li>4. Showing Improvement</li> </ol>

### How to provide feedback using Starfish

**1. Progress Surveys** - academic surveys are administered several times a semester to help alert students to their overall academic progress in the course(s).

## 2. Individual Flags and Kudos - can be raised anytime during the semester and is ideal for faculty who have individual concerns or praise about a student.

When you have a concern with a particular student, raise a flag to communicate your observations.

1. Once logged in to Starfish, click on the Students tab.
2. Find the appropriate student by searching for the student's name, 900# number, or by using the Connection dropdown to view your students by connection (advisor, instructor, specific class, etc.).
3. Click on the box to the left of the student's name and select Flag (or Kudos or Referral). Only instructors are able to raise certain flags.

- The Flags displayed will depend on your connection with the student.

- For the Flag you raise, be aware of who can see the specific item. After you select a specific flag, you will see **Student View** and **Permissions**. Make sure the comments you include are appropriate for the audience that will read them. **Students and counselors are able to view the comments for almost all Flags and referrals.**

- When finished, click Save.

Raise Flag for [dropdown] [Never Mind] [Save]

★ Flag [dropdown: At Risk of Failing]

Course Context [dropdown: General Human Anatomy (ANAT-R101 30217)]

★ Comment [text area: Please describe the student's situation and what they may need to do next.]

Student View: The student can view this item and the notes entered above.

Permissions: People with the following roles may be able to see this tracking item if they have a relationship with the student(s):

- Academic Leadership
- CalWorks Counselor
- Campus Counselor
- DSPS Counselor
- District Counselor

[More...](#)

**IMPORTANT:** When you raise a tracking item, the student will receive an immediate email notification for each flag, kudo, and referral. *These emails include any comments you entered.* In all of the templates, instructors have an opportunity to outline details of the specific concern or praise in the comments section. The message template also encourages the student to see you to discuss any concerns. A copy of each message is sent to the student's academic counselor and other key student support staff who may also be working with the student.

### What happens when you raise a flag or kudo?

- Students will receive a pre-configured email that *includes your comments*.
- Students are encouraged to reach out to you for additional information about these comments.
- Students are sent links to campus resources.
- Academic counselors can see your comments for their assigned students.

### Note: Intervention Needed, General Concern, Risk of Failing and 3+ Flag

Flag that are raised can be cleared by counselors and referrals cleared by referring office.



## Frequently Asked Questions

### How long should I keep my instructional records?

In order to comply with the audit standards of California Community Colleges, faculty records relative to student academic performance, grades and attendance hours should be kept for a minimum of five years after the year in which they were created.

### When will the add authorization codes be available?

Add authorization codes will be available the 2nd week of the term. Once the add codes have been generated, they can be accessed online through your rosters.

### Will the waitlist process continue as of the 1st day of instruction for short-term courses?

No, the waitlist process will cease as of first day of instruction for short-term courses. Students attempting to add a short-term class as of the 1st day of instruction, will be prompted for an add authorization code. Add authorization codes will be generated for all short-term courses that start in 1st week of the term. If the add codes were not generated for your short-term class, please contact your dean for assistance.

*Note: The process described in this question is only applicable to short-term classes.*

### Can I drop students on the waitlist?

Yes, faculty can drop students from the waitlist. Students can be dropped online through your drop roster.

### Will students have access to Canvas if they are on the waitlist?

Students that are waitlisted will have access to CANVAS. When a student is waitlisted, they will show up on your roster as waitlisted. They will only have access as a waitlist student up until the census date of your class. What does this mean? Waitlisted students will be removed on census date of the class if they are still on waitlist. Once they are removed, they will no longer have access to Canvas.

VCCCD Production Database									
Spring 2023									
2nd Half									
CRN	SUBJ	CRSE	SEC				CREDITS	CL	LEVEL(S)
30116	ANTH	R102	002	INTRO TO CULTURAL ANTHROPOLOGY			3.00		UG
INSTRUCTOR(S) - (P)rimary				TYPE	DAYS	TIME	BLDG	ROOM	
				Dist Ed: Internet delayed	TBA	-	WEB		
<div> <div> <b>DATES:</b> </div> <div> Class starts: 13 MAR 2023  Refund deadline: 16 MAR 2023  <b>Census deadline: 21 MAR 2023</b>  Deadline to drop WITHOUT "W": 21 MAR 2023 </div> </div> <div> <div> Class ends: 18 MAY 2023  <b>Census date: 22 MAR 2023</b>  Deadline to drop WITH "W": 04 MAY 2023 </div> </div>									

Waitlisted students will be cleared as of the Census date of the class. The census date is listed on your class roster. Students must add the class with an add no later than the census deadline. Add codes are only valid up until the day BEFORE the census date of the class.

Students will receive an automated notification when they are dropped from the waitlist. The sample message is below:

*The waitlist has expired and add codes are no longer valid for this course. You have been removed from the waitlist for this course which includes your access through Canvas. See Counseling about enrolling in an alternative course that meets your academic goals. If you were actively participating in the course contact the instructor directly to inquire about a potential late add petition.*

### **What does the Summary Class Roster Provide?**

- The course reference number (CRN) and meeting dates/times of the course
- The census date that applies to the course
- The deadline date for drops with and without a “W” grade
- The names and ID numbers of all currently registered students
- The names and ID numbers of students on a waitlist for the class, in priority order based on the day and time they placed themselves on the waitlist.
- A separate list (bottom of the page) of any students who drop the course after the first meeting.
- Access to students’ addresses, phone numbers and email addresses
- A list of add authorization codes (bottom of the page) that instructors may give to students if authorizing to enter the course. Codes are issued the 2nd week of the primary term.

### **Can I print my roster?**

Yes. You have the options of printing a single roster for one class, or printing multiple rosters for some or all of your classes.

### **What if I can’t print my roster because the Instructor is still listed as “STAFF”?**

Contact your Dean’s Office. Support staff can provide you with the necessary rosters, and add authorization codes. If unavailable contact the Admissions Office.

Make sure that all of your paperwork has been processed through HR. You will not be listed as “Instructor of Record” until this is done. You will be unable to access your faculty website to process drops or report early alerts. You can process “No Show” drops in Admission until the problem is resolved.

### **How does the waitlist work once my class has closed (has reached maximum seat count)?**

Once the enrollment in your class reaches the maximum seat count, the class is closed to registration and students have the option of placing themselves on a waitlist (5 maximum). The waitlist will continue to be active through the first week of the semester. If students drop the first week or faculty drop No-Shows it will move students from the waitlist into the class. If you still have waitlisted students the 2nd week of the term you can issue an Add Authorization code in the order in which they appear on the waitlist roster.

**IMPORTANT:** Students have through the first week of semester to add themselves to the waitlist. You will want to print a roster on the first day of class for an accurate

picture of the waitlist. *The waitlist process will remain active through the first week of the semester for full-term courses. Add Authorization Codes will be issued the 2nd week of the term.*

### **What if my class is closed on the first day but I have no waitlisted students?**

In this case, advise the students attempting to add your class to place themselves on the waitlist. If the students are still on the waitlist as of the second week, you will need to give them an add authorization code to register online. The add authorization codes will be available in the 2nd week of the term.

### **What are Add Authorization Codes?**

Add authorization codes allow students to add a CLOSED CLASS using the **MyVCCCD Online Registration** system. Five unique add authorization codes have been generated for each of your classes. Additional codes must be requested through your division dean.

Please observe the following:

- The add authorization codes are listed at the bottom of your online Summary Class Roster and at the bottom of your printed Basic Roster, **issued the 2nd week of term.**
- Every student you agree to admit to your closed class must receive an add authorization code. Students cannot register without this code.
- Students should be directed to MyVCCCD online services to add a closed class using the add authorization code. They must drop themselves off the waitlist and re-add the course.
- Each add authorization code is unique, and can only be used once.
- Your online rosters will identify students who have added using the authorization codes, so you can more easily track late enrollments into your classes.
- All add authorization codes expire on the day before the census date for each class.

### **Post-Census Drops**

- After the census date, faculty may drop students who have quit attending through the deadline to drop with a “W” grade.
- **Return to Title IV Drops:** In accordance with federal law, if a student who has been awarded Title IV financial aid withdraws, is withdrawn, stops attending, or fails to earn a passing grade in a semester, Oxnard College must calculate the amount that must be returned by the school and/or student to Title IV programs. To ensure the accuracy of Title IV calculations and to prevent the college from paying these fees back, please make sure you drop students that are no longer actively attending.

### **Whose responsibility is it to Drop?**

Faculty is mandated to clear rosters of inactive enrollment (No shows and students no longer actively attending/participating) prior to the census date. After that date, it is the student’s responsibility.

*While it is the student's responsibility to drop after census, it is highly recommended that faculty drop students that are no longer actively attending. Dropping after census will allow financial aid to accurately calculate the 2nd financial aid disbursement for students. It will also allow A&R to satisfy the 30 day reporting requirement for Veterans using GI Benefits when a change in the student's schedule occurs.*

### When can I post student grades?

The timely reporting of grades is essential to student progress and success. If grades are delayed, students may be denied admission or registration privileges at their transfer school, eligibility for financial aid or scholarships, employment or job promotions. You may post grades as soon as your class ends.

- 1) Grades are officially **due two (2) working days** after the last day of the term per AFT/VCCCD contract
- 2) Your students have immediate access to their grades
- 3) POSITIVE ATTENDANCE hours are also recorded on the final grade roster,
- 4) If there is an open box for each student in the column called "Attend Hours", the class requires that the instructor record the actual hours that each student attended during the semester.
- 5) Caution: There is a 30-minute time limit on the grade roster, so click the "SUBMIT" button often!
- 6) See the information on Grading Practices and Procedures in this packet.

### What is a Positive Attendance class?

When you teach a positive attendance class, you are also required to keep a detailed record of each student's daily attendance hours. The records must be in a legible manner that can be clearly interpreted by others (such as auditors). Every year the college is audited and if your class is selected for the audit then you will be required to provide documentation of the student's daily attendance hours.

The funding for positive attendance courses is solely based on the number of hours inputted so it is very important that you keep a detailed record of the student's attendance.

When you input the final grades, you will also be required to input the hours of attendance for each student. Any course that has a regular meeting time and hours by arrangement, then the total hours reported will be the total for both the meeting time and the hours by arrangement. The following are examples of positive attendance classes:

- Short term classes that meet less than five times
- Short term classes that include "hours by arrangement"
- Full term classes with irregular meeting times

To ensure that we have the necessary attendance records for future audits, the attendance records for positive attendance courses must **now be submitted to A&R at the end of every semester**. This will avoid the tracking down of these records during an audit. When you submit your records please make sure they are legible and you sign the documents.

## How do I award a grade of Incomplete?

- 1) On the final grade roster, award the student an incomplete and the default grade that will replace the incomplete in one year if the student doesn't complete the work.
- 2) Complete the Incomplete Grade Agreement form in the portal. Advise the student on what work must be completed. Keep a copy in your files.
- 3) When a student successfully completes the required work, fill out the "Incomplete Grade Change" form in the portal.
- 4) Students that receive an Incomplete Grade do not enroll in the course during the following semesters.

## What if I need to change a grade I have already posted?

(A grade may be changed online the same day you did the posting; if it is later than that, follow these steps:)

- 1) Select the Grade Change Request from Faculty Forms under Tools.
- 2) The form will be routed electronically to your dean for approval.
- 3) If approved, the completed petition will be routed electronically to A&R for processing.

## How does a student add a course with an add code?

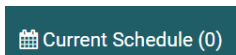
The student must complete the following steps to add a course with an add code.

### 1. Go to the MyVCCCD student portal and drop the waitlisted class in Registration Planner.

- Click on Current Schedule and select "Edit or Drop Classes"
- On the Registration Status of the class, select "Drop Before Class Begins" and Save.

- **NOTE:** Start on step 2 if you are not waitlisted in the class.

### 2. Click on



- Enter the CRN of the class and click on register.

**You haven't registered for any  
Spring 2022 classes yet.**

**Start Building a Schedule Now**

Find courses you wish to take for the upcoming term  
and block out times you don't want classes.

[Build Current Schedule](#)

OR

[Register](#)

Add "," comma for multiple adds (e.g., 1234, 1200).

- Click on Continue to confirm you would like to register

Please Confirm

Confirm that you want to register this schedule by clicking "Continue" below.

[Cancel](#) [Continue](#)



## FAQ's Continued...

QUESTION	PERSON OR OFFICE	LOCATION	DIRECT LINE (805)
Where do students go to register for classes?	Student Portal (MyVCCCD) or A&R	Student Services	678-5810
Where do I clear up a class roster* problem?	A&R or Faculty Portal (MyVCCCD)	Student Services	678-5810
Where do students go to drop my course?	Student Portal (MyVCCCD)	Student Services	678-5810
Who do students see for financial help to attend college?	Financial Aid or Student Portal (MyVCCCD)	Student Services	678-5828
Who do I see to discuss my class schedule?	Division Dean*/Department Chair	(see above)	(see above)
How do I find out where my class meets?	Schedule of Classes	Online	
Where do I obtain a code for the copy machine?	Division Office	(see above)	(see above)
Whom do I see to order my text or supplies?	<a href="#">Bookstore Website</a> – Text Div. Dean - Supplies	oxnardcollege.edu (see above)	678-5826
Whom do I see to set up a field trip?	Division Dean/Faculty Portal Workflow – set up online via Portal	(see above)	(see above)
Who should I contact if there is an accident in my class?	Health Center (day) Night Administrator Campus Police (after 7:30 pm) or call 911 / Advise Division Dean	Student Services Administration	678-5832 678-5800 678-5805
Who do I see if I just need help?	Division Dean or Office of Academic Affairs/Employee Assistance Program	(see above) Academic Affairs	(see below) 678-5814
Who should I contact if there are behavioral problems?	Health Center Behavioral Intervention Care Team (BICT) Campus Police (if anyone's health or safety is at risk)	Student Services Campus Police	678-5832 678-5805

\*Canvas rosters and portal rosters may not align. The portal roster is the most current and accurate. When requesting support for these please note which roster may need updating.

3. Enter the Add Authorization Code and click “OK”.


Registration Results

In order to register for the following courses you must enter an add authorization code. Contact your instructor if you do not have an add code.

Enter the add authorization code for the following courses.

FTVE-R107, 0, Lawson, Anitra Nicole

453057

 You are not registered for the following courses.


FTVE-R107, 33053, Lawson, Anitra Nicole

- CRN 33053: Authorization code required
- Authorization required: Closed Section
- See instructor for add code

OK

4. You will be prompted with a successful registration message if you are registered for the class. Click Ok.

Registration Results

 You have been successfully registered for the following courses.

FTVE-R107, 33053, Lawson, Anitra Nicole

OK

5. Click on **\$\$ Payment Options** to pay for the course. *All fees are due at the time of registration.*

### Appendix G: College Service Hours

As per Article 5.4.B.(3), contract faculty shall perform an average of five (5) college service hours per week and shall submit documentation of completion to the Dean each semester by December 31 or June 30 for the prior six (6) months. In the table below, indicate by column the information for your college service activities for the semester. Typical college service activities are listed in the CBA.

Your Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Activity	Activity Hours	Cumulative Hrs

I certify that I performed the College Service activities as specified above:

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix H, Form A1: Flex Activity Form**

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This form may be used for approval of self-assigned flex day activities, and also for proposed alternative activities on mandatory flex days.

When the approved activity you have submitted is completed and you have signed below, then this form should be kept in your division/worksite office. (Be sure to keep a copy of these forms as you submit them.)

Name of Faculty: \_\_\_\_\_

Date: \_\_\_\_\_

Activity:

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Total Hours: \_\_\_\_\_

Approval: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ (Sign after completing activity)

Submit completed form to your  
division/worksite office after  
making a copy for your file.

**Appendix H, Form B1: Non-Contract Faculty Flex Contract**

In the table below, indicate by column the information for your self-assigned flex day activities. As you plan your activity, add it to the list, get the department or divisional approval and when it is completed, sign in the appropriate place. You may also use the Flex Day Activity Form for approval. The information from that form will be transferred to this sheet.

Your Name: \_\_\_\_\_

Your Total Hourly Obligation: \_\_\_\_\_

Dates(s)	Activity	Activity Hours	Cumulative Hrs	Approval, Dept Chair, Div Dean, etc. Initials	Faculty Signature

I certify that I performed my total obligation of flex day activities as specified above:

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Not to be removed from Division Office

**Appendix H, Form B2: Contract Faculty Flex Contract**

In the table below, indicate by column the information for your self-assigned flex day activities. As you plan your activity, add it to the list, get the department or divisional approval and when it is completed, sign in the appropriate place. You may also use the Flex Day Activity Form for approval. The information from that form will be stapled or transferred to this sheet. Include your non-contract assignment obligation also.

Your Name: \_\_\_\_\_

Your non-contract (extra-hourly) assignment obligation: \_\_\_\_\_

Your Total Hourly Obligation: \_\_\_\_\_

Dates(s)	Activity	Activity Hours	Cumulative Hrs	Approval, Dept Chair, Div Dean, etc. Initials	Faculty Signature

I certify that I performed my total obligation of flex day activities as specified above:

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Not to be removed from Division Office