# Table of Contents

Overview of Ohlone College ............................... 1
   Staff Listing ......................................... 1
   Maps .................................................. 10
   Key to Locations .................................... 12
   Room Numbers ....................................... 14
   Faculty/Staff Parking Permits ....................... 14
   Faculty/Staff Parking Lots ......................... 14
   Student Escort Officer (SEO) Program ............. 15
   Acronyms .............................................. 15

Class Related Procedures ............................... 17
   General Information ................................ 17
   Course Outlines .................................... 17
   Syllabi ................................................ 17
   Textbooks/Desk Copies .............................. 18
   Prerequisites, Corequisites, and Advisories ...... 19
   Pass/No Pass Option ................................ 19
   Credit by Examination .............................. 20
   Class Cancellations ................................ 20
   Attendance .......................................... 21
   Deaf Students ....................................... 22
   Office Hours/Meeting Space ....................... 23
   Keys and Locked Classrooms ....................... 24
   Supplies ............................................. 24
   Field Trips .......................................... 24
   Grades ............................................... 24
   Inappropriate Student Behavior ................... 25
   Final Examinations ................................ 25
   Academic Dishonesty ............................... 25
Enrollment Management ........................................................................................................ 27
   Using Webadvisor to Manage Your Records for Attendance and Grading .................... 27
Support Services for Your Students ..................................................................................... 34
   Counseling .................................................................................................................... 34
   English and Math Learning Centers ........................................................................... 35
   Online Courses ............................................................................................................ 35
   Disabled Students Programs and Services ................................................................. 36
   Associated Students of Ohlone College (ASOC) ....................................................... 36
   Peer Mentor Program ................................................................................................. 36
   Tri-Cities One-Stop Career Centers ........................................................................... 36
   Mental Health and Stress Management ...................................................................... 37
Support Services for Faculty .............................................................................................. 38
   Faculty Senate ................................................................................................................ 38
   Information Technology Service Desk ..................................................................... 38
   Media Services ............................................................................................................. 38
   Duplicating Services ................................................................................................... 39
   Mail Services .................................................................................................................. 41
   Learning Resources Center .......................................................................................... 43
   Professional Development ............................................................................................ 44
   Cafeteria/Staff Lounges ............................................................................................... 45
   Campus Police Services ............................................................................................... 45
   College Advancement ................................................................................................. 46
Human Resources .................................................................................................................. 47
   General Information ..................................................................................................... 47
   Human Resources Files ............................................................................................... 47
   UFO Contract ................................................................................................................ 47
   Faculty Assignment Contract (Adjunct/Overload Teaching Contracts) ............................ 47
   Timesheets and Paychecks ............................................................................................ 48
   Absences / Late Arrival / Sick Leave ........................................................................... 48
   Workers’ Compensation .............................................................................................. 48
**TABLE OF CONTENTS**

Instructor Evaluations 49
Academic Freedom 49
Appendices 50
Appendix A – Sample Outline for a Course Syllabus 50
Appendix B – Ohlone College Administrative Procedure (AP) 4260 on Prerequisites, Corequisites, and Advisories 55
Appendix C – Ohlone College Grading Policy 57
Appendix D – Suggestions for Working with Deaf Students 60
Appendix E – Regulations for Instructional Field Trips 63
Appendix F – Distance Education – Effective Contact Requirements 64
Overview of Ohlone College

STAFF LISTING

PRESIDENT/SUPERINTENDENT – Gari Browning (ext. 6200)
Shelby Foster, Assistant to the President/Board of Trustees (ext. 6200)
April Merritt, Assistant (ext. 6200)

FOUNDATION, COMMUNITY RELATIONS, AND MARKETING – Binh Nguyen, Executive Director (ext. 6141)

COLLEGE ADVANCEMENT
Gosia Asher, Marketing Lead (ext. 6206)

FOUNDATION
Vanessa Bocog, Administrative Assistant (ext. 6020)
Thomas Hsu, Foundation Specialist (ext. 6440)

HUMAN RESOURCES AND TRAINING – Shairon Zingsheim, Associate Vice President (ext. 6201)
Vy Anderson, Human Resources Supervisor (ext. 7355)
Christina Caratachea, Human Resources Specialist (ext. 7354)
Joanne Gapuz, Senior Human Resources Analyst (ext. 7350)
Michael Moore, Human Resources Analyst (ext. 7353)
David Panales, Assistant (ext. 6445)

INFORMATION TECHNOLOGY SERVICES – Christopher F. Dela Rosa, Associate Vice President/Chief Technology Officer (ext. 6514)
Diana Garza, Senior Administrative Assistant (ext. 6466)

INFORMATION SYSTEMS – Scott Snyder, Director (ext. 6007)
Staff: Grace Chiao, Sonali Dhru, Shirleen Ho, Shyla Narayanan, Quan Nguyen, Mahbod Parvar, Kathleen Schoenecker, Shaun Vetter

TECHNOLOGY SERVICES – Steven Reeves, Director (ext. 6442)
Staff: Kevin Chen, Liz Crisp, Robert Hayden, Lynn Hickson, Yu-Pui Kong, Wen Kuang, Steven Moreci, Tim Ngo, Charles Outing, Delphyne Rollins, Jipssee Sayalit, Mike Triplett
INTERIM VICE PRESIDENT ACADEMIC AFFAIRS /DEPUTY SUPERINTENDENT – Duncan Graham (ext. 6220)
Michael Moore, Assistant (ext. 6220)

ACADEMIC AFFAIRS, RESEARCH AND PLANNING – Mike Bowman, Executive Dean (ext. 6064)
Matthew Ng, Institutional Research Analyst (ext. 7569)

CURRICULUM AND SCHEDULING – Kimberly Robbie, Director (ext. 6165)
Katie Alvarez, Curriculum and Schedule Specialist (ext. 6455)

ARTS AND SOCIAL SCIENCES – Gina La Monica, Interim Dean (ext. 6187)
Fred Alim, Theatre Arts Technician
Chris Booras, Director of Theatre Operations
Jasper Gong, Technical Coordinator, Theatre Operations
Maria Gonzalez, Theatre Operations Assistant
Sheila Holland, Division Administrative Assistant (ext. 6216)
Dan Smith, Music Library Technician Coordinator
Patrick Smith, Technical Assistant, Theatre Operations

Art: Katie Frank, Paul Mueller, Elizabeth Ogilvie
Ethnic Studies: Elias Barbosa
Graphic Arts: Isabel Reichert
History: Darren Bardell, Kyle Livie, Heather McCarty
Interior Design: *
Multimedia: Isabel Reichert
Music: Chad Cygan, Jim McManus, Tim Roberts
Philosophy: Wayne Yuen
Political Science: Katherine Michel
Psychology: Sarah Cooper, Sheldon Helms
Sociology: Jennifer Jovel
Theatre and Dance: Matt O'Donnell, Michael Smith, Janel Tomblin-Brown
Women's Studies: *

*Covered by adjunct or full-time instructor(s) whose major responsibility is in another discipline
OVERVIEW OF OHLONE COLLEGE

BUSINESS, TECHNOLOGY, AND CAREER TECHNICAL EDUCATION – Lesley Buehler, Dean (ext. 6082)
Sila Marques, Division Administrative Assistant (ext. 6080)
Jacqlyn Vetter, Newark Campus Site Coordinator (ext. 2302)

Business Administration: Jim Andrews, Terry Exner, Tina Mosleh, Long Nguyen
Business Supervision Management: *
Computer Applications Office Technology: *
Computer Networking and Emerging Technology: Ron Sha
Computer Science: Suporn Chenhansa, Xisheng Fang, Yong Gao, David Topham
Real Estate: *
Small Business Management: *
Work Experience: *

DEAF STUDIES – Darline Gunsauls, Dean (510-344-5740 VP)
Nora Chopelas, Division Administrative Assistant (ext. 6269)
Gerry Dulalia, Student Services Assistant
Aundrea Love, Confidential Interpreter/Coordinator

American Sign Language and Deaf Studies: Sandra Ammons
Deaf Preparatory Program: Thomas Holcomb, Nancy Pauliukonis, William Wong, Nan Zhou
Gallaudet Regional Center: Pamela Snedigar
Interpreter Preparation Program: Roberto Santiago
Regional Specialist: *

HEALTH SCIENCES AND ENVIRONMENTAL STUDIES – Darline Gunsauls, Interim Dean (ext. 3101)
Regina M. Garges, Skills Lab Coordinator (ext. 3120)
Zelma Hunter, Division Administrative Assistant (ext. 3103)
JoAnne Serran, Division Administrative Assistant (ext. 3102)

Allied Health: *
Consumer Family Sciences: *
Environmental Studies: Narinder Bansal, Jeff Watanabe
Physical Therapist Assistant: Sheryl Einfalt, Carol Morodomi

*Covered by adjunct or full-time instructor(s) whose major responsibility is in another discipline
Registered Nursing: Carrie Dameron, Nancy Dinsmore, Debora Halloran, Sally Scofield, Kim Stiles, Bernadette VanDeusen
Respiratory Therapy: Michael Blaisdell, Edward Saliba

KINESIOLOGY, ATHLETICS, AND BROADCASTING – Chris Warden, Dean (ext. 7382/2301)
Billy Clontz, Athletics Technician
Bob Dochtermann, Director of Radio Operations
Gary Kauf, Director of Television Operations
Arnie Loleng, Television Operations Technician
Jeremy Mull, Radio Station Technician
Jeff Roberts, Certified Athletic Trainer
Maria Rocha, Division Administrative Assistant (ext. 6044)

Administration of Justice: Rich Cominos
Athletic Trainer: Jeff Roberts
Broadcasting: *
Coaches: Michael Curran (Baseball), Scott Fisher (Basketball, M), Casey Fleming (Water Polo, M/Swimming), Larry Heslin (Soccer, W), Alyssa Johnson (Water Polo, W), David Marroquin (Soccer, M), Julie Marshall (Softball), Jeremy Penaflor (Volleyball, W), Danika Potestio (Basketball, W)
Fitness/Wellness/Health: Robin Kurotori
Journalism: *
Kinesiology: Michael Curran, Jeff Roberts
Physical Education: Larry Heslin, Edgar (Gene) Kendall III
Public Safety Consortium: Chris Warden
ROTC (Air Force and Military Science): Chris Warden

LANGUAGE, COMMUNICATION, AND ACADEMIC SUCCESS – Mark Lieu, Dean (ext. 6276)
Jackie Dumont, Instructional Assistant, English Learning Center
Mary Fontanilla, Instructional Assistant, English Learning Center
Brotati Guha, Instructional Assistant, English Learning Center
Jovon Johnson, Technician I, Learning Resource Center
Michael Leib, Director of Tutoring
Marcus Montague, Technician I, Learning Resource Center
Dana Pope, Division Administrative Assistant (ext. 6173)

*Covered by adjunct or full-time instructor(s) whose major responsibility is in another discipline
Rakesh Swamy, English Learning Center Coordinator  
Mariela Torres, Technician I, Learning Resource Center  
Vacant, Instructional Assistant, English Learning Center  

Communication/Forensics: Brenda Ahntholz, Larissa Favela, Teresa Massimo, Shelley Spratt  
Early Childhood Studies: Janice Jones, Michele McDowell  

Education: *  
English: Mark Brosamer, Cecile Davila, Jeff Dean, Melanie Fernandez, Perri Gallagher, Jennifer Hurley (Sabbatical SP18), Kerri Kawasaki-Hull, Alison Kuehner, Carmen Madden, Margaret (Maggie) McKenzie, Sobia Saleem, Rachel Sherman (Sabbatical SP18), Rakesh Swamy, Keitaro (Mike) Taguchi, Barbara Tull, Tracy Virgil  

English as a Second Language: Mary (Vicki) Curtis, Connie Olsen  
Foreign Language: Deborah (Debi) Lemon, Alexander (Alex) Wolpe  

Library Science/Learning Resource Center: Barbara Duggal, KG Greenstein, Kathy Sparling  

SCIENCE, ENGINEERING, AND MATHEMATICS – Bob Bradshaw, Dean (ext. 6024)  
Irene Benavidez, Division Administrative Assistant (ext. 6191)  
Andy Bloom, Math Coordinator  
Helena Ha, Biotechnology & Microbiology Lab Technician, NCHST  
Laurie Issel-Tarver, Science Coordinator  
Padmapriya Krishnamurthy, Science Lab Technician, NCHST  
Anh Luong, Chemistry Lab Technician  
Weng Chi Man, Science Tutoring Center Coordinator  
Kevin McCue, Biology Lab Technician  
Tuongvan (Van) Thi Nguyen, Chemistry Lab Technician  
Maria Ana Robertson, Science Lab Technician, NCHST  
Josie Sette, Applied Biotechnology Center Director  
Dangto Ta, Instructional Assistant, Math Learning Center Coordinator  
Peter G. Werner, Engineering, Physics & Microscope Imaging, Lab Technician  

Anthropology: Sandra Chacko  
Astronomy: Luc Desmedt  
Biology: Mark Barnby, James (Jim) Baxter, Mark Grabiner, Margaret (Peggy) Kauffman, Shyam Sundar  
Biotechnology: Mark Barnby, James (Jim) Baxter, Laurie Issel-Tarver  

*Covered by adjunct or full-time instructor(s) whose major responsibility is in another discipline
OVERVIEW OF OHLONE COLLEGE

Chemistry: Anu Ganguly, Maria (Maru) Grant, Luba Voloshko, Lisa Wesoloski

Engineering: Samir Abboud, Rose-Margaret Itua

Geography: Adam Levy

Geology: Paul Belasky (Sabbatical SP18)


Physics: Luc Desmedt

VICE PRESIDENT, ADMINISTRATIVE SERVICES – Susan Yeager (ext. 6038)

Leticia Perez, Assistant (ext. 7307)

BUSINESS SERVICES, FINANCIAL – Farhad Sabit, Director (ext. 6146)

Alisa Omeragic, Administrative Assistant (ext. 6060)

ACCOUNTING – John Li, Manager (ext.6084)

Staff: Arti Damani, Nam Hoang, Kim Huynh, Elaine Lee, Sherri Medeiros, Donna Payne, Lea Witmer

PAYROLL: Portia Jiang (Classified), Chrissy Robinson (Academic), Bonnie Zhu

CAMPUS POLICE SERVICES / SAFETY AND SECURITY – John Worley, Chief (ext. 6111)

Lisa Antoine, Police Operations Dispatcher

Alisa Balao, Safety Officer II

James Barton, Safety Officer I

Kaitlynn Carter, Police Operations Dispatcher

Jamie Johnston, Safety Officer I,

James Keogh, Senior Safety Officer

Mittal Kumar, Police Operations Dispatcher

Nicholas Maurer, Safety Officer II

Reginald Mundy, Safety Officer II

Ben Peralta, Police Officer

Mike Silva, Hourly Safety Officer

Brian Smith, Safety Officer I
OVERVIEW OF OHLONE COLLEGE

FACILITIES – Oscar Guillen, Director (ext. 7473)
Ruben Aviles, Custodial Supervisor (ext. 6528)
Raenette Halliwell, Operations Assistant (ext. 6470)
Jennifer Tomlin Parker, Administrative Assistant (ext. 6105)

Staff: Elliott Almeida, Jimmy Dempsey, Richard Espinoza, Jacob Esquibel, Willie Gallegos, Tony Garcia, Juan Gomez, Arnie Gonzalez, Xicheng Huang, Kelley Hunnicutt, Huang Xi Jing, Alvin Johnson, Amadeus Kirchknopf, Rick Leyvas, Hoan Ly, Ying Bang Ma, Mario Maglinao, Mike Martinez, Miguel Mendoza, Roque Mojica, Derrick Mumin, Roman Nacu, Kwok-Fai Ng, Raul Ochoa, David Schurtz, Michael Sewell, Gabriel Velasco

PURCHASING, CONTRACT ADMINISTRATION, AUXILIARY SERVICES, AND HAZARDOUS MATERIAL COORDINATOR – Alex Lebedeff, Director (ext. 6263)
Cynthia Banuelos, Buyer (ext. 6127)
Alma Collopy, Administrative Assistant (ext. 7405)
Alex Pinarick, Warehouse Receiving and Delivery (ext. 6014)
Vacant, Client Services Specialist (ext. 6224)
Elaine Trujillo, Purchasing Agent/Contract Analyst for Bond (ext. 7567)

VICE PRESIDENT, STUDENT SERVICES – Dr. Minh-Hoa Ta (ext. 6107)
Leigh-Ann Elizondo, Assistant (ext. 6262)

ACCOMMODATIONS AND INTERPRETING SERVICES – Kelly Wilmeth, Director (ext. 6271)
Regy Burdett, Sign Language Interpreter II
Vacant, Lead Sign Language Interpreter
Stephanie Foisy, Sign Language Interpreter II
Anna Hernandez, Sign Language Interpreter I
Tim Johnson, Sign Language Interpreter I
Joel Magdaleno, Sign Language Interpreter II
JoyDawn Olla, Accommodations Services Specialist
Cynthia Perez, Sign Language Interpreter II
Gabe Rodriguez, Sign Language Interpreter II
Stephen Yuen, Test Proctor

ADMISSIONS & RECORDS – Laura Weaver, Dean, Enrollment Services (ext. 6518)
Heidi Barkow, Enrollment Services Specialist I
Cassandra Harrah, Enrollment Services Specialist II
OVERVIEW OF OHLONE COLLEGE

Susan Johnson, Enrollment Services Specialist I
Santino Martinez, Enrollment Services Specialist II
D’Fonda (Dee) Simpson, Enrollment Services Specialist I
Rosalind Toliver, Enrollment Services Specialist II

FINANCIAL AID AND VETERAN’S AFFAIRS – Deborah Griffin, Director (ext. 6151)
Trang Banh, Financial Aid Specialist II
Farzana Barakzai, Financial Aid Specialist I
Minh Dinh, Financial Aid Specialist II
Donald Gainey de Vejar, Student Services Assistant (Veterans/Umoja Center)
Wing Hung, Financial Aid Specialist I
Thao Nguyen, Financial Aid Specialist I
Spencer Washington, Financial Aid Specialist I

COUNSELING AND STUDENT SUCCESS – Wayne Takakuwa, Interim Dean (ext. 6266)
Vala Burnett, Transfer Center Specialist
Michelle Dimmett Reyes, Student Success Coordinator – Orientation and Outreach
Taylor Harmon, Student Services Assistant
Jesselle Hoque, Placement Testing Center Specialist
Shawna Lujan, Interim Division Administrative Assistant (ext. 6037)
Rosemarie Martinez, Student Services Assistant
Tijan White, Student Success Coordinator – Basic Skills/Inreach

Full-time Counselors: Diane Berkland, Janet Corcoran*, Nadia Dadgar, Mike DeUnamuno*, Jennifer Harper, Yvonka Headley, Mandy Kwok-Yip, Jesse MacEwan, Susan Myers, Rosemary O’Neill, Stephanie Ramos (Transfer Center), Brenda Reynoso, Wayne Takakuwa, Mzao Waters, Nan Zhou  
*NCHST Counselors

Student Success and Support Programs: Mike DeUnamuno (Puente Program), Michelle Dimmett Reyes (Orientation & Recruitment/High School), Jennifer Harper (SSSP Committee Chairperson), Lenore Landavazo (Academic Standing), Jesse MacEwan (Placement Testing).

DISABLED STUDENTS PROGRAMS & SERVICES – Ann Burdett, Director (ext. 6456)
Marcie Avina, Program Assistant
Weiyang (Wendy) Lin, Alternate Media Specialist

Full-time Counselors: Diane Cheney
EXTENDED OPPORTUNITY PROGRAMS AND SERVICES – Debbie Trigg, Director, Student Life, EOPS, and Ombudsperson (ext. 7376)
Inga Bellamy, Office Assistant III
Sandy Jenkins-Bennett, EOPS/Care Program Coordinator
Vacant, CalWORKs Program Coordinator
Renee Wong Gonzales, Student Life Coordinator (ext. 7311)

**Full-time Counselors:** Mzao Waters

INTERNATIONAL PROGRAMS – Bill Sharar, Director (ext. 6524)
Sanae Milano, International Student Admissions Coordinator
Kristi Radke, International Programs Manager

**English Language Institute:** Vacant, Program Assistant

STUDENT HEALTH CENTER – Catherine Hayes, Director (ext. 7380)
Janet Quijas, Administrative Assistant

**Full-time Mental Health Counselor:** Rosemary O’Neill
For additional maps of Ohlone College, including floor layouts for individual buildings, please refer to the following college website: http://www.ohlone.edu/core/mapsdirs/maps/.
### KEY TO LOCATIONS

<table>
<thead>
<tr>
<th>DEPARTMENT/DIVISION OFFICE</th>
<th>BUILDING/LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs, Office of</td>
<td>27</td>
</tr>
<tr>
<td>Accommodations and Interpreting Services</td>
<td>7</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>7</td>
</tr>
<tr>
<td>Administrative Services, Office of</td>
<td>19</td>
</tr>
<tr>
<td>Art Gallery, Louie-Meager</td>
<td>SC</td>
</tr>
<tr>
<td>Arts and Social Sciences, Division of</td>
<td>SC</td>
</tr>
<tr>
<td>Associated Students of Ohlone College (ASOC)</td>
<td>7</td>
</tr>
<tr>
<td>Biotechnology Labs</td>
<td>NC</td>
</tr>
<tr>
<td>Board of Trustees Meeting Room</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry Lab</td>
<td>16, NP-9</td>
</tr>
<tr>
<td>Bookstore</td>
<td>5</td>
</tr>
<tr>
<td>Business Services</td>
<td>19</td>
</tr>
<tr>
<td>Business, Technology, and Career Technical Education, Division of</td>
<td>FP-21</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>5, NC Lobby</td>
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<tr>
<td>CalWORKS</td>
<td>7</td>
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<tr>
<td>Campus Police Services/Safety and Security</td>
<td>20, NC1001</td>
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<tr>
<td>College Advancement</td>
<td>HH</td>
</tr>
<tr>
<td>Community Education</td>
<td>4</td>
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<tr>
<td>Contract Education</td>
<td>NC</td>
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<td>Counseling</td>
<td>7, NC1312</td>
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<td>Dance Studio</td>
<td>SC</td>
</tr>
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<td>Deaf Studies, Division of</td>
<td>6</td>
</tr>
<tr>
<td>Deaf Studies Counseling Center</td>
<td>6</td>
</tr>
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<td>Deaf Studies Lab</td>
<td>6</td>
</tr>
<tr>
<td>Disabled Students Programs and Services (DSPS)</td>
<td>7</td>
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<td>Duplicating and Mail Services</td>
<td>FP-29</td>
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<td>Engineering Lab</td>
<td>FP-32A</td>
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<td>English Learning Center</td>
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<td>English Language Institute (ELI)</td>
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<td>Extended Opportunity Programs and Services (EOPS)</td>
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<tr>
<td>Facilities</td>
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<tr>
<td>Financial Aid</td>
<td>7</td>
</tr>
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<td>Fitness Center</td>
<td>9, NC1406</td>
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<tr>
<td>Foundation</td>
<td>20</td>
</tr>
<tr>
<td>Gallaudet University Regional Center</td>
<td>6</td>
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<tr>
<td>Gymnasium, Epler</td>
<td>9</td>
</tr>
<tr>
<td>Health Sciences and Environmental Studies, Division of</td>
<td>NC</td>
</tr>
<tr>
<td>Human Resources</td>
<td>19</td>
</tr>
</tbody>
</table>
# OVERVIEW OF OHLONE COLLEGE

<table>
<thead>
<tr>
<th>DEPARTMENT/DIVISION OFFICE</th>
<th>BUILDING/LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyman Hall, Morris and Alvirda</td>
<td>HH</td>
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<tr>
<td>Human Simulation Lab (Nursing, RT)</td>
<td>NC</td>
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<tr>
<td>Information Technology Services (IT Services)</td>
<td>FP-18, 5, NC1307</td>
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<td>International Programs</td>
<td>7</td>
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<td>Kinesiology, Athletics, and Broadcasting, Division of</td>
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<td>Language, Communication, and Academic Success, Division of</td>
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<td>Learning Resources Center (LRC - Library)</td>
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<td>Mail and Duplicating Services (Central Services)</td>
<td>FP-29, NC</td>
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<td>Math Learning Center</td>
<td>HH, NC1102</td>
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<td>Nursing Lab</td>
<td>NC</td>
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<tr>
<td>Ohlone for Kids (OFK)</td>
<td>4</td>
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<tr>
<td>Ohlone Monitor (Student Newspaper)</td>
<td>5</td>
</tr>
<tr>
<td>Payroll</td>
<td>19</td>
</tr>
<tr>
<td>Physical Therapist Assistant Lab</td>
<td>NC</td>
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<tr>
<td>Physics Lab</td>
<td>FP-32B</td>
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<td>Placement Center</td>
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<td>President, Office of the</td>
<td>27</td>
</tr>
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<td>Purchasing, Contracts and Auxiliary Services</td>
<td>FP-28</td>
</tr>
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<td>Radio Station (Broadcasting)</td>
<td>SC-B</td>
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<td>Receiving/Warehouse</td>
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<td>Respiratory Therapist Lab</td>
<td>NC</td>
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<tr>
<td>Science, Engineering, and Mathematics, Division of</td>
<td>FP-26</td>
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<tr>
<td>Student Activities, Office of</td>
<td>7</td>
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<td>Student Health Center</td>
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<td>Student Services, Office of</td>
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<td>Swimming Pool</td>
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<td>Television Station (Broadcasting)</td>
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<td>Transfer Center</td>
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</tr>
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<td>Tutoring Center</td>
<td>HH</td>
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<td>Veterans Affairs, Office of</td>
<td>7</td>
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<tr>
<td>Veterans Resource Center</td>
<td>5</td>
</tr>
</tbody>
</table>

**FP** = Fremont Portable  
**HH** = Hyman Hall  
**NC** = Newark Campus  
**NP** = Newark Portable  
**SC** = Smith Center
ROOM NUMBERS
Fremont: The first digit designates the building number, second digit designates the floor, and the third and fourth digits designate the room. Example: Room 6205 is located in Building 6, 2nd floor, room 05.

Newark: The first digit designates the floor number, second digit designates the wing number, and the third and fourth digits designate the room. The center lobbies and rooms off those lobbies are designated as wing 0. Example: Room NC2121 is located on the 2nd floor, wing 1, room 21.

FACULTY/STAFF PARKING PERMITS
Faculty and staff park free at either campus with a valid parking permit. Parking permits are required in all lots. Permits must be displayed facing forward, hanging from the rear view mirror or affixed to the front windshield. Permits are obtained from Campus Police Services in Building 20.

Student semester parking permits must be purchased online at: https://www.paymycite.com/ohlone/parkingpermit.aspx

The following student semester parking permit fees are as follows:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TYPE</th>
<th>FEE AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall &amp; Spring</td>
<td>Vehicle</td>
<td>$40.00</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>Vehicle-Fuel Efficient</td>
<td>$28.00</td>
</tr>
<tr>
<td>Fall &amp; Spring</td>
<td>Motorcycle</td>
<td>$18.00</td>
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<tr>
<td>Summer</td>
<td>Vehicle</td>
<td>$23.00</td>
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<tr>
<td>Summer</td>
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<tr>
<td>Summer</td>
<td>Motorcycle</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

FACULTY/STAFF PARKING LOTS
Parking lots A, B, D, T, U, V, W, and spaces in the Parking Structure are designated for faculty and staff. A faculty/staff parking permit must be on display in each vehicle parked on campus.

Parking is free on Saturdays after 5:00 p.m. (except for events) and all day Sundays and holidays. Parking is also free between semesters when classes are not in session.

Disabled parking spaces and other specifically marked stalls are enforced 24 hours a day, 7 days a week. Disabled parking stalls require a valid State issued disabled placard. Parking is authorized in marked stalls only.

Campus Curfew is from 11pm – 6am every day of the week. All buildings are secured and alarms activated during this time. Vehicles parked on campus during curfew will be cited.
STUDENT ESCORT OFFICER (SEO) PROGRAM
Student Escort Officers are available to escort students, faculty, and staff to and from parking lots if desired. As part of their duties, the SEOs will walk with you to your vehicle safely, inspect your vehicle to make sure that it has not been damaged or tampered with, and stay with you until you are in your vehicle and drive away. If you wish to be escorted from your classroom or office to a parking lot, call Campus Police Services and an SEO will be sent to meet you and accompany you to your vehicle. This service is offered on the Fremont Campus Monday through Thursday evenings from 6:45 p.m. – 10:15 p.m. There are currently no SEOs at the Newark Campus. Campus Police will provide an escort at the Newark Campus if an officer is available. To request an escort, please dial (510) 659-6111. More information is available at: www.ohlone.edu/go/safety.

ACRONYMS
Below is a list of acronyms you may hear used at Ohlone. Acronyms without pronunciations given are spelled out when spoken. Underlined acronyms are unique to Ohlone, while other acronyms are used at all of the State’s community colleges.

ASCCC – Academic Senate for California Community Colleges
ASOC – Associated Students of Ohlone College
CalWORKS (pronounced cal-works) – California Work Opportunity and Responsibility for Kids
CC – Curriculum Committee
CCLC – Community College League of California
CSEA – California School Employees Association
DDAS – Deans, Directors, Administrative Staff
DSPS – Disabled Students Programs and Services
EOPS – Extended Opportunity Programs and Services
FACCC (pronounced fac) – Faculty Association of California Community Colleges
FSA – Faculty Service Area
FTEF – Full-time Equivalent Faculty
FTES – Full-time Equivalent Student
IGETC (pronounced eye-get-see) – Inter-segmental General Education Transfer Curriculum
NCHST – Newark Center for Health Sciences and Technology
SEIU – Service Employees International Union
**OVERVIEW OF OHLONE COLLEGE**

**SOAR** (pronounced sore) – Social Ohlone and Recognition Committee

**UFO** – United Faculty of Ohlone

**WSCH** (pronounced wish) – Weekly Student Contact Hours

Additional common acronyms and abbreviations used at Ohlone College can be found at: http://www.ohlone.edu/core/acronyms.html#t
CLASS RELATED PROCEDURES

Class Related Procedures

GENERAL INFORMATION

• Classes are to meet for the full time scheduled. This includes the first class session and exam dates. Please make sure you are aware of the final exam schedule. It is available at: [http://www.ohlone.edu/org/admissions/academiccalendar.html#finalexams](http://www.ohlone.edu/org/admissions/academiccalendar.html#finalexams)

• Online classes, although more flexible, do require that students regularly log into the online course environment and interact with other students and their instructor. Students should plan to spend at least 6-9 hours per week for each online class for which they are registered.

• Instructors are expected to read the class schedule, college catalog, and to become familiar with resources for student assistance.

• Smoking regulations
  - Ohlone College is designated a **Smoke Free District**. Smoking is prohibited in all college vehicles, buildings, indoor and outdoor facilities, disabled and general use parking lots, and all open areas of district property.
  - This regulation applies to all properties and facilities owned or leased by the Ohlone Community College District.

COURSE OUTLINES

• Official Course Outline of Records (COR) describing Student Learning Outcomes (SLO) and other course requirements are available in the CurricUNET course module at: [www.curricunet.com/ohlone](http://www.curricunet.com/ohlone). Click on “course” under the search heading. On the next screen, type in the course number and/or the department name and click “OK”. The next screen will display the course or a list of courses within the department. Click on “WR” (Word Report) to the left of the course area, number, and name. This is the Official Course Outline of Record.

• Student Learning Outcomes and course content outlined should be covered; the method is at the discretion of the instructor.

• Grading should be based upon the criteria stated in the Course Outline of Record and your syllabus.

• Adjunct faculty are encouraged to meet with a full-time faculty member in the department to ascertain departmental expectations about a course.

SYLLABI

All faculty must follow the Course Outline of Record when teaching a course and must develop a syllabus for each course. The syllabus must be based on the COR, and contain an individual instructor’s particular approaches and expectations for the course. It is essential that the course Student Learning Outcomes on the syllabus match exactly those that are listed on the COR.
Electronic copies of syllabi from all courses taught in a given semester must be submitted to the appropriate Academic Dean and Academic Dean’s Division Administrative Assistant at least one week before the beginning of the semester or, in the case of short term courses, before the start of the class.

The syllabus must be provided to students no later than the first class meeting and should be thoroughly reviewed so students are aware of all components of the course and all of the instructor’s expectations.

A syllabus is an essential document for every course section for two important reasons:

- Students need a clear understanding of the Student Learning Outcomes expected, the content and assignments of the course, and how their grades will be determined.
- A clearly stated syllabus is invaluable in resolving any disputes that may arise from students concerning the conduct of the course or the determination of grades.

A sample syllabus is presented in Appendix A covering all required components along with guidelines (with special notes for fully online and hybrid courses). The sample syllabus includes all necessary components, but several vital requirements are reiterated here:

- It is an accreditation requirement that Student Learning Outcomes for the course be stated verbatim in the syllabus. These are available in the official Course Outline of Record for the course. It is also very important to review the Student Learning Outcomes with students so they have a clear understanding of what they are expected to be able to do as a result of taking the course.
- It cannot be emphasized enough that the strategies used for assessment of student learning and evaluation of student performance (grading) be clearly and thoroughly explained, as well as any instructor policies on make-up exams and grade improvement.
- Fully online and hybrid classes require that faculty ensure "effective student contact" takes place and the strategies for this need to be clearly stated.
- The College’s Academic Dishonesty statement must be referenced, along with any specific policies a faculty member has on plagiarism and cheating.
- Technical information on Canvas and other online matters is required for fully online and hybrid courses.
- Whenever possible, the syllabus should be posted to the instructor’s website
- Syllabi for fully online and hybrid courses must be uploaded to the Canvas shell and should be highly-visible so students can easily access when entering the course environment. Uploading to a Canvas shell can also be done for a face-to-face course.

For help in preparing a course syllabus, consult the official Course Outline of Record at www.curricunet.com/ohlone as well as samples of other faculty syllabi for that course (available in the appropriate Dean’s office).

**TEXTBOOKS/DESK COPIES**

- From the Publisher:
CLASS RELATED PROCEDURES

- Instructor’s desk copies are ordered from the publisher by the instructor. Each faculty member is responsible for his/her own copy.

- From the Bookstore:
  - If a textbook is needed immediately for an instructor, he/she may purchase a copy of the book from the Bookstore.
  - Please note: Book(s) must be returned within FOUR weeks from the date of purchase. When requesting a desk copy from the publisher, please ask for an “unmarked” copy to replace the borrowed Bookstore copy.
  - Once an unmarked copy has been obtained directly from the publisher, (within a four-week time frame from purchase), the instructor may bring the book and Ohlone College Bookstore receipt to the bookstore for a refund. Book(s) that are used, or are stamped with “complimentary copy”, “desk copy”, or similar wording, cannot be accepted for a refund.

PREREQUISITES, COREQUISITES, AND ADVISORIES

Prerequisites are conditions of enrollment a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Examples are courses in sequence, prerequisites demanded by Ohlone College, the UC/CSU system, other colleges and universities, and/or by licensing agencies, for example, the Board of Registered Nursing. Students will not be able to register for classes for which Ohlone does not have record that they have successfully completed the prerequisites. If students have registered for a course while still completing the prerequisite, they will be dropped from the course after final grades are posted if they have not met the requirement of a grade of C or better in the prerequisite course. Students who have completed a prerequisite at another college or university will need to meet with an Ohlone counselor about getting the prerequisite waived. Per Title 5, K-12 classes cannot be used to meet college prerequisites.

Corequisites are conditions of enrollment consisting of a course a student is required to take concurrently in order to enroll in another course. Students need to take both courses during the same semester as information is shared between the two courses and students will have a better chance of succeeding. For example, students who register for GEOL 104L, Historical Geology Laboratory, must also register for GEOL-104, The Changing Earth: Historical Geology, during the same semester. (Ohlone’s Curriculum Reference Guide Fall 2014)

Advisories are conditions of enrollment which a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or educational program. Our recommended skills prerequisites are examples.

Refer to Appendix B for the District Policy on Prerequisites, Corequisites, and Advisories.

PASS/NO PASS OPTION

Some courses are offered solely for Pass/No Pass. These courses are identified by the code CR in the course description in the College Catalog, in the Class Schedule, and in WebAdvisor. The credit grade
is awarded to indicate the completion of such a course with a C or better grade. A Pass grade will apply toward the 60 units required for graduation, but will not affect the student’s grade point average. Courses in which a No Pass grade is earned will receive no units, will not apply toward graduation, and will not affect the student’s grade point average.

In those courses with a Pass/No Pass option, a student is required to choose a grading method by the deadline posted on the Academic Calendar in the Class Schedule and on the Admissions and Records webpage. Students may not change their choice of grading method once the deadline has passed. If the student does not submit the Pass/No Pass Authorization Form to the Office of Admissions and Records by the posted deadline, a standard letter grade will be awarded.

A student is limited to one Pass/No Pass course per semester in addition to basic skills, guidance, and Physical Education courses and/or to courses offered only for Pass/No Pass. A maximum of 15 units of Pass/No Pass may be applied towards General Education for the Associate Degree. Courses taken on a Pass/No Pass basis cannot be used to satisfy the major field requirements for an Associate Degree or Certificate of Achievement and may not be accepted for transfer by baccalaureate institutions.

These procedures are described in Appendix C of this handbook, as well as in the Ohlone College Catalog. Faculty should consult their Dean for further details. Faculty should make their students aware of this option if it applies to their classes.

CREDIT BY EXAMINATION

A student who has achieved knowledge elsewhere or who has an understanding equivalent to that required by one or more college courses may receive academic credit by successfully completing a comprehensive course examination. To apply for credit by examination a student must be registered at Ohlone and be in good academic standing. Not all Ohlone College courses are offered for credit by examination. Final determination of which courses are available for credit by examination will be made by the Division Dean and faculty member(s) that teach the course in question. Credit may only be granted for a course listed in the Ohlone College catalog.

CLASS CANCELLATIONS

Academic Deans monitor class enrollment by daily enrollment reports prior to and during the first week of the semester, especially when they are concerned about course enrollment figures. Decisions regarding course cancellations involve a wide range of factors and it is impossible to give a standard enrollment number for a course to run. However, if pre-registration for a course is low, an instructor should check with the appropriate Dean’s office to see if it may be cancelled.
ATTENDANCE

Access to Class Records

- By utilizing WebAdvisor, the online records system, you may access your class records at any time for:
  - Enrollment information
  - Class rosters
  - Final grade submittal
- WebAdvisor is available to all faculty via the college website, http://www.ohlone.edu. You can access your class records directly online and in real time. Online instructions are available on the College website under Resources for Faculty. Please also review the section, Using WebAdvisor to Manage Your Records for Attendance and Grading, in this handbook for further information.

Adding Students

- Maximum enrollments are established for all classes and are determined by the Dean of your division in consultation with faculty and factoring in room capacity. Instructors are required to drop no-show students on the first day of class to make room for waitlisted students, and to fulfill requirements under Federal and State Financial Aid Regulations. After dropping no-shows from your roster, you may issue add codes to students who remain on the waitlist, up to the enrollment capacity of the course. Add codes will not override any academic or financial issues the student may need to resolve, and are invalid after the last day to add with an add code (for short term classes, this may be the first day of class). In addition, add codes cannot override the enrollment capacity of the course.
- Students that have not registered and may not have been on the waitlist could attend the first class meeting, hoping that additional seats will open up due to no-shows or increased seating capacity. Instructors may, at their discretion, accept or turn away students based upon available space. If accepted, you must issue add codes to these students, who will register for the class on WebAdvisor. If the addition of these students will take the class enrollment over capacity, the students will not be able to use the add codes until/unless the instructor submits a request to the Academic Division to increase the enrollment capacity.

Verifying Information

- Students who do not register cannot receive credit and/or grades for courses attended. Please check your rosters frequently and do NOT allow students who are not listed on your rosters to remain in class or to turn in work. If you expect a student to be registered but he/she does not appear on your roster, follow up with the student to get any registration issues resolved as soon as possible. If a student is not officially enrolled for a class by the last day to add, the student should be directed to leave the class. You can avoid this unpleasant situation by being diligent in managing your roster from the very beginning of the class. The college does not receive apportionment (funding from the state) for students who are not registered and they are not
covered by the College’s liability insurance. The college is put in serious liability when instructors do not abide by this policy.

Withdrawal from a Course

- Student initiated withdrawals: Students may withdraw from a class at any time through the last day to drop with a W for the class. This is accomplished by dropping online via WebAdvisor. Drop deadlines are available on your roster and for students on the Ohlone website, in the printed Class Schedule, and on notices posted at both the Fremont and Newark Campuses. Student withdrawals will show on faculty rosters as they occur throughout the term. Faculty can check for active students at any time via WebAdvisor.
- Instructor initiated withdrawals: Instructors should use the Instructor Drop Roster in WebAdvisor to drop inactive students – including “no show” students and students who stop attending class before, or after Census Day – from their class roster. Please make it a habit to do this as this will help reduce and eliminate unnecessary administrative disputes (petitions) later. It should be made clear to students, however, that ultimately it is their responsibility to ensure that they officially withdraw or are withdrawn from a class they do not plan to complete. Because an evaluative grade **MUST** be assigned to any student whose name appears on a Final Grade Roster, failure to do so will result in a failing grade.
- Census drop: On Census Day, instructors must submit their Census Drop Roster. The Census Drop Roster located in your WebAdvisor Account must be used for this purpose. Any students who have not been attending and are not in attendance on Census Day, **MUST BE DROPPED** on the Census Roster. The Census date will be available on your WebAdvisor account. Even if there are no additional students to be dropped on Census Day, you must submit the Census Drop Roster.

DEAF STUDENTS

Ohlone College’s community of students includes a large number of Deaf, Hard of Hearing. These students enroll in:

- Classes which are part of the Deaf Preparatory Program, taught exclusively in American Sign Language (ASL).
- All other classes taught on campus using ASL interpreters, real-time captioners, note takers, alternative testing accommodations, captions on videos, and/or any other education accommodations which may be required to provide equal access to course materials.

Appendix D of this handbook provides tips on working with Deaf, Hard of Hearing students. For more detailed information, check the Interpreting and Accommodation Services webpage: [http://www.ohlone.edu/org/interpreting/](http://www.ohlone.edu/org/interpreting/) or call (510) 659-6271.
OFFICE HOURS/MEETING SPACE

Full-time faculty are required to hold five office hours per week for student consultation and to assist with student advisement and job placement.

Newark Adjunct Faculty Workspace

- Ohlone College recognizes the need to have space to prepare for classes, to grade, as well as to meet with students and faculty privately during the semester. Due to the construction at the Fremont Campus, what used to be available space at Newark has now been impacted.
- Newark Portable 2 is an open area with four desks and chairs for faculty use. This area will best meet the needs for class preparation and grading with minimal to no interruptions. Space is available on a first come, first serve basis.
- One of the best features of the Newark Campus is the amount of informal learning spaces scattered throughout the main Newark building. Feel free to use any of the open spaces.

Fremont Adjunct Faculty Workspace

- Fremont Portable 23B is a shared open workspace with six tables and twelve chairs in a common area. Thirty-eight lockers are available for personal items. To claim a locker, place your business card in the plastic sleeve; you will need to bring your own lock. Please remove the lock if your employment at Ohlone comes to an end.
- Several small rooms on the second floor of Hyman Hall are available for meetings with students. Please contact the Language and Communication Division office at Ext. 6173 for more information.

Newark Faculty/Staff Break Rooms

- There are two faculty/staff break rooms available at the Newark campus (NC2310 and NC2408). Since these rooms have a large refrigerator, microwave, and filtered water, these rooms will likely be used during peak meal time (11:30 a.m. – 2:00 p.m.).

Newark Faculty Copy Room

- Located in room NC2221 is a copier/printer/scanner, scantron machine, faculty lockers (see below for reserving faculty lockers), and two desks with computers available for faculty/staff use. Use of the desks and computers in this room are available on a first-come, first-serve basis, but can be a great place to unload, take a break, or check emails. Please send a key request to your Division Office for access.

Newark Campus Faculty Lockers

- A faculty locker is a great way to securely store materials, personal items, etc. without the use of an entire office. A locker can be reserved each semester by emailing Jacqlyn Vetter at jvetter@ohlone.edu. Lockers are located throughout the main Newark building. Lockers are
available on a semester basis, so at the end of each semester all materials and personal items will need to be removed.

KEYS AND LOCKED CLASSROOMS

- Fob keys are needed for all classrooms on the Fremont campus except for the portables. Portable classrooms and all of Newark Campus employ the NGE key. Call Campus Police Services (Fremont – ext. 6111; Newark – ext. 2311) if you need a room unlocked.
- Keys for instructors are ordered by the appropriate Dean’s Office. Instructors pick-up keys from Campus Police Services in Building 20 on the Fremont Campus. You will be notified by the Division Office or you can check with Campus Police Services as to when keys are ready to be picked-up. Once you have a key fob, any additional room access will be programmed once the request has been submitted by the Division Office. You will not receive notification when new rooms have been added to the fob.
- Adjunct instructors must turn in their key(s) to Campus Police Services at the close of each semester unless they will be teaching the following semester.
- A re-keying charge of $10.00 shall be made for each key not returned.

SUPPLIES

Basic classroom supplies (pens, whiteboard makers, etc.) are generally available from your Division Office. Arrange for other desk supplies with your Division Office.

FIELD TRIPS

Due to budget constraints, only trips that will be “no cost” to the College will be approved. Faculty who are contemplating field trips or any other class meetings off campus, must receive prior written authorization from Dean. In addition, students must fill out a release form before the trip. Forms are available at any Division Office. Requests should be turned in at least two weeks prior to the event. Please read “Regulations for Instructional Field Trips” in Appendix E of this handbook.

GRADES

- The Ohlone College grading policy is provided in Appendix C of this handbook. It includes a list of grade options (and their corresponding symbols), explanations of incompletes and withdrawals, descriptions of pass/no pass and credit by examination, and explanations of academic probation and dismissal. This grading policy is consistent with Title 5 of the California Education Code.
- Final grade pages are available on WebAdvisor. Short-term class grades are due within 48 hours of the day of your last final exam. Semester length class grades are due according to the date posted on the Academic Calendar. Grades will be posted to a student’s record within two business days after being submitted by faculty, whereupon students can access grades on
WebAdvisor. Currently, grade reports are printed upon student request shortly after the semester length class grade submittal deadlines.

- Instructors are encouraged to make a copy (printed or electronic) of their WebAdvisor grade rosters. This backup documentation often proves invaluable to the Office of Admissions and Records in answering questions that invariably arise regarding grades and attendance.
- Instructors are required to maintain back-up records for one year which clearly indicate how grades were determined in preparation for students who may challenge their final grade. Academic procedures provide students the right to dispute a grade within one year of the posting of the grade. All supporting materials related to grade calculations should be kept for at least that period of time. Course syllabi should be clear about how grades will be determined. Following these two practices will help resolve grade disputes.

INAPPROPRIATE STUDENT BEHAVIOR
Unfortunately, there are times when students may behave inappropriately in class. Such behavior could include being non-attentive, disruptive, verbally harassing, or in the extreme, being physically violent. The following link will provide the Ohlone College Student Code of Conduct document which provides guidance and procedures for student situations: http://www.ohlone.edu/org/studentservices/studentcodeofconduct.html. Do not hesitate to contact the Counseling Department (ext. 6110) if you have questions or concerns about student behavior.

FINAL EXAMINATIONS
- All classes must incorporate a comprehensive assessment, examination, or project.
- Classes will meet during final exam week, according to the official final exam schedule. Activity courses may substitute a public performance for a meeting during final exam week with the Dean’s permission.
- A two-hour final exam is encouraged. However, faculty whose courses do not require a final exam may conduct a two-hour class centered on an alternative activity. Alternatives to a final exam can include a performance, a class project, presentations, or other student activities that are relevant to the course.

ACADEMIC DISHONESTY
Academic dishonesty defrauds all those who depend upon the integrity of the College, its courses, and its degrees and certificates. In a broader sense, the public is defrauded if faculty knowingly or unwittingly allow dishonest acts to be rewarded academically. Faculty should make every reasonable effort to foster honest academic conduct. Specifically, examinations should be appropriately proctored or monitored to prevent students from copying or exchanging information. Examinations and answers to examination questions should be secured in such a way that students cannot have prior access to them. If the faculty member believes that there is evidence of academic dishonesty on the part of a student, it is the faculty member’s responsibility to take appropriate action in accordance with this policy and
submit the Ohlone College Academic Dishonesty Reporting Form. The complete procedures and form can be found at: http://www.ohlone.edu/org/studentservices/academicdishonesty.html.

Students at Ohlone College have the right to know what constitutes academic dishonesty in each course they are enrolled. Faculty members should apprise their classes of the ethical standards required in their courses and the permissible procedures in class work and examinations. If feasible, this information should be presented in the course syllabus and/or on examinations. Students should be informed of the consequences in violating these standards, their rights of appeal, and the procedures to be followed in the appeal.
USING WEBADVISOR TO MANAGE YOUR RECORDS FOR ATTENDANCE AND GRADING

A variety of screens are available for you to manage your course enrollments and grading, but first you need to set up a web services account. Faculty, (full-time and adjunct), are eligible to establish these services. The steps are simple and can be completed in about 5 minutes via the College web page http://www.ohlone.edu.

Establishing a WebAdvisor account: Step by step instructions

2. Click the WebAdvisor link in the top right corner.
3. Click Sign up for WebAdvisor access.
4. Under Step 2, click I need an Ohlone College web services account.
5. Complete all required fields as indicated in the below illustration to create your password and security question. Please note that the information you enter in the online form shown below must match the information that you submitted on your original Ohlone College application. If information does not match, you will receive the error message ‘Invalid Data’. You can click the back button and re-enter your information. If this error persists, you must contact Human Resources to verify your information.
6. Click Submit to establish your account. Be sure to record your password.

Web Services Account Setup

Get your user name and password for access to Ohlone services by completing the form below.

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague ID Number:</td>
<td>This is the seven digit number that can be found on the e-mail you were sent when your application was completed or on your student ID card. (For example 0000002.)</td>
</tr>
<tr>
<td>First Name:</td>
<td>Enter the first name you used when you submitted an application to Ohlone.</td>
</tr>
<tr>
<td>Last Name:</td>
<td>Enter the last name you used when you submitted an application to Ohlone.</td>
</tr>
<tr>
<td>Birthdate (YYYYMMDD):</td>
<td>Enter your date of birth beginning with the year, followed by the month and day. Be sure to include all four digits of the year, two digits for the month, and two digits for the day. (For example, enter 19840102 if your birth date is January 2, 1984.)</td>
</tr>
<tr>
<td>Zip Code:</td>
<td>Enter the five digit zip code you used when you submitted an application to Ohlone. (For example, 94039).</td>
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</table>

After you have entered all of the information above, click on the Submit button below to complete the sign up process.

Submit Reset Values
After completing the process, you will receive an e-mail confirmation of your request for WebAdvisor access as well as your username. You may now return to Step 2 to log in to WebAdvisor. Click on the ‘Log In’ link at the top of the page as shown in the below image.

You will then be directed to the screen captured in the below image. Please enter your username and password. Your username (received in your confirmation e-mail) will be the first initial of your first name, your last name, and possibly a number.
Once successfully logged in, you will be directed to the below screen. Click on the ‘Faculty’ link on the right side of the page.

You are then directed to the below Faculty Menu screen which allows access to submitting grades, utilizing class rosters, and various other options.
Listed below is a quick overview of the WebAdvisor screens available to you.

<table>
<thead>
<tr>
<th>WEBADVISOR SCREEN</th>
<th>WHAT YOU CAN DO ON IT</th>
</tr>
</thead>
</table>
| Class Roster                | • An alphabetical listing of all students registered for the section.  
                               | • A chronological listing of each student who has been added to your waitlist appears at the bottom of the class roster.  
                               | • The ability to email your entire class.                                                                                                                                 |
| Add Authorization Codes     | • A list of Add Authorization Codes for your class will be released prior to the beginning of class.                                                                 |
| Census Drop Roster          | • Used on Census Day to drop any students who have not been attending and have not been dropped from the roster. Even if there are no students to drop, the Census Drop Roster MUST be submitted. |
| Census Drop Roster Inquiry  | • Used to verify that your Census Drop Roster has been successfully submitted.                                                                                                                                   |
| Instructor Drop Roster      | • Any student who is a No-Show on the first day of class or stops attending must be dropped using the Instructor Drop Roster. Select only the students who you wish to drop and press ‘submit’. |
| Final Grading Roster        | • At the end of the semester/term you must submit final grades for each student, as well as positive attendance hours for courses coded as such. You must press ‘Submit’ when you have finished entering your grades/hours; otherwise, your data will not be picked up in the grade runs that are done by Admissions. |
| My Class Schedule           | • View your schedule, room assignments, and class meeting times on this page.                                                                                                                                       |
| Search for Classes          | • This search engine allows you to view your courses and enrollments on one page via searching by your last name. You may also view detail on course descriptions and prerequisites for each class. This search engine also allows students to search for classes. |

Class Roster Screen
The Class Roster screen provides a list of active students in your courses, as well as their contact information (e-mail and phone number). The first group of students registered in the course is coded as Add or Register in the ‘Status’ column on the class roster and these students appear on the class roster in alphabetical order. The next group of students on the class roster would be waitlisted for the section. These students are coded as Wait in the ‘Status’ column on the class roster and they are listed in chronological order after the registered students. The class roster will have the students listed in the order that they added themselves to the waitlist.

Advantages of Waitlists

- For Faculty: You now have a list of qualified students who have already passed most prerequisite and other registration blocks, hopefully resulting in a more stable list of students on the first day of class. Please note: Students who were attending a course that, upon successful completion would clear a prerequisite, would have been allowed to place themselves on a waitlist. If they do not complete or pass the course and are still on the waitlist, when the prerequisite drop reports are run, they will not automatically be removed from the waitlist. If the student does not remove themselves and moves up to the front of the waitlist, they will receive notification that they cannot be added due to prerequisites that have not been cleared.
- For Students: They can sign up once and be registered from the waitlist as vacancies open in first come, first served order, versus registering by using WebAdvisor and finding a space as another student has just dropped.
- For Deans: They now have an accurate idea of the demand for specific sections; this information can be used to determine when to add additional sections.
- Every section’s capacity has been adjusted to accurately represent the current number of seats in the classroom. In general, every class section has been given a waitlist of 10 or fewer students. This number can be controlled, increased, or decreased, even to 0, by the Division Office only. Students are only allowed to sign up on a waitlist for one section of any course. Students are free to add and remove themselves from waitlists at any time.

How Waitlists Work

- If your section is full, students are asked on WebAdvisor if they wish to add themselves to the waitlist for the section. As long as students are on a waitlist, other students cannot register themselves into the section through WebAdvisor; the only option is to add to the waitlist. In effect, the dynamic, real-time registration process for that given section will be suspended. When students add to a waitlist, WebAdvisor will only screen for initial qualification at the time of addition, issues such as having valid registration coding, having a clear balance or registering with the appropriate priority. A variety of variables can change after a student adds to a waitlist so when an open space is available, WebAdvisor will perform the final qualification check and will not register students that have any of the following disqualifiers:
  - Course conflicting with another class on the student’s schedule
  - Failed a prerequisite that was in progress/not completed a prerequisite
  - Exceeded the number of times allowed to take a course
Students who add to a waitlist appear in chronological order on your roster.

Each day a process is run in Admissions and Records that checks for any drops (students electing to drop or system dropping due to non-payment - students have 5 days to pay after registration for each set of courses) and then adds qualified students from the waitlist into those vacancies. Students receive an automated e-mail notification regarding entry from waitlists. They are informed of the need to routinely check WebAdvisor and view their class schedule. If the student does not wish to accept the registration, the student must drop from the waitlist. In this way eligible students are able to “electronically stand in line” to get the next available space in a class.

Faculty Control – Add Authorization Codes

- As of the first day of school, the dynamic, real-time registration process is suspended so that instructors have control over their classes. Students will no longer still have the ability to add themselves to waitlists, but you will still have access to see those lists on your roster. Students will only be able to register themselves into a section using Add Authorization Codes provided by their instructor. You will have full control of how many students you will allow into your course once class begins.

- Remember that providing an Add Authorization Code to a student does not ensure that the student has submitted an application, met prerequisites, or cleared other blocks to registration. Make it clear to your students that an Add Authorization Code will not override these blocks to registration. It is the student’s responsibility to resolve these issues before the last day to add with an Add Authorization Code.

- Add Authorization Codes are section specific. If you are teaching two or more sections of the same class, make certain that you are handing out the Add Authorization Codes for the appropriate section. Add Authorization Codes are NOT interchangeable among classes.

- Cross-listed courses have Add Authorization Codes for each section. If your student wants to enroll in CNET 101, but you supply the Add Authorization Code for CS 101, your student will receive an “invalid code” error message and will not be able to register for the class.

- Since students know their number on the waitlist, Deans and Student Services strongly suggest that you provide Add Authorization Codes during your first class meeting to those students who remained on your waitlist, and come on the first day of class. If you still have space on your roster after dropping the No-Shows and giving Add Authorization Codes to the waitlisted students, you may choose to provide Add Authorization Codes to additional students up to your enrollment capacity. A note of caution: if you distribute Add Authorization Codes to students not on the waitlist and/or over-enroll your section, you may not have enough seats available in the classroom.

- Confirm with the Division Office an increase to section capacity before handing out Add Authorization Codes beyond the capacity of the section.
Please keep in mind that these procedures and protocols can change from one semester to another based on enrollment priorities that are in effect.

Grading Screens

1. Select the WebAdvisor link for Faculty. On the next screen select Grading.
2. Enter your username and password.
3. Select the term and then select Final.
4. Select the section (you can only view or edit one section at a time).

Final Grading Roster

- Once logged in to WebAdvisor, select the ‘Grading’ option under the Faculty Information heading. Select the term and then select ‘Final’. Select the section (you can only view or edit one section at a time).
- The final grading roster is used to enter final grades and, in the case of a positive attendance class, the positive attendance hours used for apportionment.
- Acceptable grades are A, B, C, D, F, I (Incomplete) and AU for audits. Incomplete grades also require an expiration date, no greater than 1 year, signifying the time that the “I” grade will convert to an “F”. If a student completes their work prior to the expiration date, a standard letter grade can replace the “I”.
- Intermediate grades, in our case, W’s, are displayed, but cannot be modified from the Final Grade screen.
- Positive attendance hours must be entered along with final grades, or instructor drops, for non-census based classes. The total class hours are posted in the header information, for your reference.
Support Services for Your Students

COUNSELING

- Students are encouraged to see counselors at least once a semester so that they may be given academic guidance related to their transfer or career goals. Students are advised to enroll in a Personal Development course where they will have the opportunity to learn about study skills, time management, test taking, and the overall transition to college. The Counseling Department is very visible on campus and also publishes information about student success and transfer workshops on the Ohlone website and in various college publications, flyers and other messages to students.

- Instructors are invited to contact counselors regarding student concerns. Here is a list of common referral reasons: lack of ability/preparedness, low test score, personal or financial issue, undecided major, motivation/attitude, behavior or in danger of failing. Counselors will work with students and may ultimately recommend students to appropriate services. Referrals include, but are not limited to, student health center, personal counseling, tutoring, reading/writing/math lab, financial aid office, transfer & career services, community agencies, and/or faculty members.

- The Counseling Department also coordinates Ohlone’s Early Alert Program, “Starfish- Early Alert”. Counselors are very interested in helping your students achieve success and would like to offer assistance to students that you identify as needing extra help. Please login to the Starfish program to refer students to the counseling office; they will be contacted about services and offered an individual appointment.

  - Starfish - Login: https://login.ohlone.edu/idp/profile/SAML2/POST/SSO;jsessionid=1geijebdbfb96vfxfcfxuzo?execution=e1s1
  - Starfish - Faculty Resources: http://www.ohlone.edu/go/starfish

- Counseling works with students on probation, subject to dismissal, or dismissal status because of a Cumulative GPA below 2.0 or an extensive amount of W, I or NC grades. Students on one of the aforementioned statuses are notified by e-mail and are required to attend at least one Student Success Workshop. They utilize progress reports from instructors. If these students are on dismissal status and would like to be considered for re-admission, they must complete a reinstatement petition and have it approved by a counselor. We also offer specific workshops targeting students who are on academic or progress probation as part of our Student Success and Support Program (SSSP).

- The Student Services staff works as a team in providing services for all students. Admissions & Records and Counseling have partnered to reach out to all students with an effective course registration process. Additionally, students on academic probation status are encouraged to see counselors for additional assistance in the Student Success and Support Program. Further
information, including the SSSP handbook, can be accessed at: http://www.ohlone.edu/org/studentsuccesscomm/.

- We have a faculty member devoted to providing personal counseling services for all students. This counselor is available for crisis counseling and intervention as well as short term counseling services. She offers support groups and workshops to aid students with college and personal life adjustment issues. This faculty member is also available to assist and train faculty and staff in dealing with students having personal difficulties. Please refer to the counseling and student health centers websites to view current personal counseling offerings.

ENGLISH AND MATH LEARNING CENTERS

- These specialized facilities offer tutoring and self-help computer programs and materials in math, ESL, and reading and writing to all students without charge. Instructors are encouraged to refer students needing specialized tutoring or other assistance.
- Fremont Location – the English and Math Learning Centers are located on the second floor of Hyman Hall.
- Newark Location – the English Learning Center is located in the Learning Resource Center Room NC1124. The Math Learning Center is located in Room NC1102.
- Please click the following link for a complete list of all tutoring services: http://www.ohlone.edu/org/tutoring/

ONLINE COURSES

- Staff for online support is located at the Fremont Campus and Newark Center for Health Sciences (NCHST). The following website offers an online introduction to the course management software used to deliver online courses: http://www2.ohlone.edu/instr/onlineeducation/manuals-videos.html
- Ohlone College offers courses which are fully online, hybrid, and web-enhanced. To browse Ohlone College’s selection of fully-online courses, visit WebAdvisor at: https://webadvisor.ohlone.edu/ and search for classes under the location ‘Online Classes’.
- A typical online course delivers course materials over the web in the format of web pages, audio/video clips, and other multimedia formats. Faculty adhere to the Distance Education - Effective Contact Requirements found in Appendix F. Assessment is usually done weekly with online quizzes, projects and assignments. Communication is achieved through the use of online collaboration software, such as Canvas, cccconfer.org, discussion boards, chat and email. All assistance for eCampus will be handled by Information Technology Services (IT Services). Instructors can submit a ticket for assistance at http://servicedesk.ohlone.edu or email the Online Service Desk at ITServiceDesk@ohlone.edu. You can also receive 24x7 Canvas support by calling (510) 659-7334.
- Online classes at Ohlone College are ADA-compliant, and a variety of services exist for students with different accessibility needs. If faculty have questions about how to make or access ADA-compliant courses, they should contact IT Services.
DISABLED STUDENTS PROGRAMS AND SERVICES
You may find students who are not doing well in your class although they appear to be working hard yet showing little success. Such students may have a learning disability and should be referred to Disabled Students Programs and Services (DSPS). Further information about DSPS can be found at: http://www.ohlone.edu/org/dsps/. Ohlone College has a Learning Disabilities Specialist who can test students for learning disabilities. We also have a Learning Skills Program (LSP) which offers courses that teach compensatory strategies to assist with learning difficulties.

ASSOCIATED STUDENTS OF OHLONE COLLEGE (ASOC)
• The Associated Students of Ohlone College (ASOC) is the student government on campus. Through income from the $5 Student Activity fee and a percentage of profits from the Cafeteria and snack machines, ASOC is able to provide some extra educational/social funding. Should you desire to purchase equipment or bring a speaker to campus etc., you may approach ASOC for monetary help and support. Forms are available through Student Activities (Building 7, 2nd floor). Your presence at an ASOC meeting to present your proposal is requested (the Council meets Fridays at 10:00 a.m. in room 7101).
• Student clubs play an important role in student life at Ohlone College. There are over 20 active clubs, each providing students a unique opportunity for personal, social, intellectual, spiritual, and athletic development. The clubs are formed by and serve students in accomplishing a purpose and reaching a collective goal. If you are interested in becoming a student club’s faculty/staff advisor, contact Student Activities at Ext. 6255, Building 7, 2nd floor. Additional information can be found in the Inter-Club Council (ICC) Handbook, available on the Student Activities Webpage at: http://www.ohlone.edu/org/studentactivities/icc.html

PEER MENTOR PROGRAM
The Peer Mentor Program is designed to provide outreach and retention services to future and current Ohlone students. Mentors are selected to do a wide variety of projects, including: outreach to high school students, college fair visits, information tables and Welcome Day. Should you identify a potential “leader” in one of your classes, please refer them to the Counseling Department.

TRI-CITIES ONE-STOP CAREER CENTERS
• The Tri-Cities One-Stop Career Centers are open to Ohlone students and local residents for job search and career development activities. Students are offered a wide range of services including career assessment, career advising, job readiness, labor market information, internship opportunities, and individualized job search assistance. Students may access valuable resources including job search strategies, resume development, interviewing skills, high-speed internet access, phones, job search books, videos, and periodicals. The Tri-Cities One-Stop Career Centers also work closely with local employers to match students to
employment and internship opportunities. Services are provided at no cost to students and residents of Alameda County.

- There are two convenient locations to assist students with their service needs. One location is in Room NC1211 at the Newark Campus with office hours Monday and Wednesday from 9:00 a.m. – 5:00 p.m.; Tuesday and Thursday from 12:00 p.m. – 7:00 p.m.; and closed Fridays. The second location is inside the Employment Development Department (EDD) office at 39155 Liberty Street, B 200, Fremont, CA, with office hours Monday thru Friday from 8:00 a.m. – 5:00 p.m.
- For more information, you may contact the office at (510) 742-2323 or visit www.tricitiesonestop.com.

MENTAL HEALTH AND STRESS MANAGEMENT
The staff and faculty of Ohlone College are here to see students succeed academically and care about their emotional and physical health. You can learn more about the broad range of confidential student services, including counseling and mental health services available on campus, by visiting the Student Health Center in building 7 or at: http://stepupohlone.org/oncampus-resources.
Support Services for Faculty

FACULTY SENATE
The Ohlone College Faculty Senate is the faculty voice in shared governance issues at Ohlone. It is the means through which the faculty participate effectively in the formation of college educational and professional policies, as well as in the selection of major administrative personnel and faculty. The Faculty Senate makes recommendations to the administration and the Board of Trustees on matters of educational and professional significance.

- The Faculty Senate does not take part in negotiations concerning working conditions – these are handled by the faculty’s bargaining unit, the United Faculty of Ohlone (UFO).
- The Faculty Senate is a representative body, with the governing council consisting of 15 faculty representatives. The Faculty Senate generally meets on the first and third Wednesday of each month. Anyone can bring up issues and/or concerns to be placed on the agenda and addressed at these meetings.
- Additional information regarding Faculty Senate can be found at: http://www.ohlone.edu/org/facultysenate/

INFORMATION TECHNOLOGY SERVICE DESK
The IT Service Desk is the central point of contact between IT Services and the faculty, staff, and to some extent, students. We encourage everyone to use the work order/ticketing system as a way to request IT-related services. Using the ticketing system will provide you with updated information regarding the status of your request.

You can log into the IT Service Desk Ticketing System by using your Ohlone username and email/network password (example: Username: jsmith, Password: your email/network password).

- Online Service Desk: http://servicedesk.ohlone.edu
- Email: ITServiceDesk@ohlone.edu
- Phone: (510) 659-7333

MEDIA SERVICES
Instructional Videos
- All DVDS and videotapes (VHS) are listed in the library’s online catalog H.A.N.S.: http://www2.ohlone.edu/org/library/. Most instructional videos are kept at the Library Circulation Desk on the Fremont campus. The Newark LRC has a small collection of DVDs. To check out an instructional video from the library, bring a photo ID to the Circulation Desk. You can reserve them in advance either by contacting the Library Technician (on the Fremont campus ext. 6160; on the Newark campus ext. 3128) or by locating the item in the online catalog (H.A.N.S.) and
clicking “Make A Request” and then “Place a Hold.” You can return instructional videos to the Library Circulation Desk at either campus when the library is open or in the book drop outside Hyman Hall on the Fremont Campus Library at any time.

Equipment

- The Audio Visual Technician delivers some equipment to classrooms and picks up and returns items to the Media Center after class. All rooms are equipped with overhead projectors and screens. Other equipment available includes: public address systems, LCD projectors, and computers with projection devices. Portable projectors (ELMOS) are available for check out at the Library Circulation Desks on the Fremont and Newark campuses.
- To arrange delivery of media equipment, complete a request form on the Media Center webpage: http://www.ohlone.edu/org/mediacenter/request.html
- For equipment problems, we encourage you to contact Media Services (ext. 6280) to discuss any issues. Notify the Media Center ASAP if a bulb burns out. Please DO NOT MOVE OVERHEAD PROJECTORS FROM ONE ROOM TO ANOTHER.

Newark Campus

- At the Newark Campus, all classrooms are equipped with a TV/VCR, overhead projector and screen. We request that this equipment not be placed on the floor or student desks or on unstable furniture. PLEASE DO NOT MOVE A.V. EQUIPMENT FROM ONE ROOM TO ANOTHER. Notify the NCHST front office if a bulb burns out or if the equipment is not working properly. Instructional videos may be ordered from the Circulation Desk on the Fremont campus (ext. 6160) or by locating the item in the library’s online catalog (H.A.N.S.) and clicking “Make A Request” and “Place a Hold.” Allow at least one week for delivery. Please return instructional videos to the Library Circulation Desk at the end of your class.

DUPLICATING SERVICES

Duplication consists of photocopying, digital imaging, and color copies. White, color, or special paper is supplied with these services. Color copies/prints must be pre-approved by the appropriate Division Dean due to associated costs. Faculty also have access to self-service copiers in the Fremont mailroom and the Newark faculty workroom (see below for more information).

A Duplicating Center Request Form (MS Word) will need to be submitted to the Duplicating Center for all duplicating jobs. If help is needed to complete the Duplicating Center Request Form, please contact the Duplicating Center (ext. 6211).

Exams will be securely sealed in an envelope and placed in the requestor’s mailbox. Requestors must authorize to have exams placed in mailboxes by marking off the check box on the duplicating request form and by providing a signature. If the check box is not marked, exams will be secured behind the Mailroom counter and a slip will be placed in the requestor’s mailbox for pick up. Exams can be picked
up during regular business hours. The requestor must sign for all exams and must give a verbal authorization to the mailroom personnel for anyone else picking up the exam.

Central Services Center – Fremont Campus

**Hours of Operation**
Monday - Thursday: 8:00 a.m. – 4:00 p.m.
Friday: 8:00 a.m. – 12:00 p.m.
Saturday, Sunday, Holidays: CLOSED

**Location, Telephone**
Fremont Portable 29
Duplicating Center: (510) 659-6211
Mailroom: (510) 659-6012
http://www.ohlone.edu/org/centralservices/

**Staff:** Maria Rocha, Tony Villalobos

Fremont Campus Self-Service Copier

- The lobby self-service copier is located in the duplicating center/mailroom. The copier is available for faculty use only. A copier code must be obtained from the appropriate Division Dean. Codes are cleared every Monday and each instructor has a limit of 300 copies per week. The lobby copier is stocked with white paper 8 1/2 x 11. Any other requirements (i.e. various sizes or extensive volumes) must be submitted to the Duplicating Center three days in advance. The Duplicating Center personnel may assist in clearing machine problems and keep the paper trays full.

Levels of Service

The Duplicating Center provides four levels of service:

1. Quick Copy: Limited copies to cover emergencies and other unforeseen situations at the walkup copier in the hallway.
2. Express Same Day Service: Orders submitted in the morning will be delivered that afternoon. Jobs received in the afternoon will be ready the next morning.
4. Duplicating requests via email: The following guidelines will assist in completing your requests in a timely manner:
   a. Adobe PDF files are preferred. The Duplicating Center cannot modify files.
   b. Duplicating requests should be emailed to ohlone@e-arc.com and must include a completed Duplicating Order Form (MS Word) as an attachment, along with the PDF file(s) to be duplicated.
c. **All files/masters will be copied as submitted.** Please take the time to proof all final documents and complete instructions on request form.

d. If copies need to be double-sided and some need to be single-sided, please send as two separate files with separate Duplicating Request Forms. One submission for the double-sided job, and one for the single-sided job.

e. Must be submitted as 8 1/2 x 11 originals.

**Newark Campus Duplicating**

- Requests for Central Duplicating can be submitted by sending an email with the attachment to ohlone@e-arc.edu. Your email request should include the Duplicating Request Form, which can be located on the Ohlone website, under Central Services at: [http://www.ohlone.edu/org/centralservices/](http://www.ohlone.edu/org/centralservices/).
- Duplicating requests can also be submitted utilizing inter-campus mail. Completed jobs may be picked up at either the Fremont or Newark Campus mailroom, so please specify on your request form.

**Newark Campus Self-Service Copier**

- The faculty copier is located in NC2221. Codes and resets are managed by the IT Service Desk by calling (510) 742-3135 or (510) 659-7333 or emailing ITServiceDesk@ohlone.edu. Room NC2221 contains a copier, printer, scanner, scantron, and four computers. Faculty office key marked NGE opens the door.
- Local copiers at Newark have a limit of 500 copied per semester for faculty.
- Newark is a “green” technological campus, so paper copies should be kept to a minimum, be two-sided, and be on recycled paper whenever possible. The copiers at Newark have been equipped with scanning and email capabilities. The use of this technology is highly encouraged. Training can be requested by calling the IT Service Desk at (510) 742-3135 or (510) 659-7333 or emailing ITServiceDesk@ohlone.edu.
- Services at our Newark Campus are limited, so preplanning is a must. For any questions, please contact the Fremont Central Services Center at (510) 659-6012 or Jacqlyn Vetter, Newark Campus Site Coordinator, at (510) 742-2302.

**MAIL SERVICES**

Mail Services provides the processing of incoming and outgoing U.S.P.S. mail and mail/package delivery to staff/faculty/department mailboxes in Central Services located in Fremont Portable 29. Central Services’ goal is to provide service that is courteous, economical and efficient. This guide will help you expedite your mail efficiently and effectively. Please see above section, Central Services Center – Fremont Campus, for location/contact information.
U.S. Postal Service Mail

U.S. Postal Service mail is defined as Ohlone College business mail requiring postage. For same day pickup of outgoing mail, present all pre-packed mail no later than 1:00 p.m. Departments are responsible for preparing, addressing, and filling out forms for the type of service desired. Bulk Mail Instructions, postal regulations, and supplies are available in the mailroom.

To help expedite the processing of your mail please:

- Separate foreign mail from domestic mail.
- All international mail must be in envelopes.
- Do not put personal mail in the campus mail stream.
- Bundle outgoing envelopes and secure with a rubber band.

Use the following return address format for outgoing Ohlone College mail:

Ohlone College
(Department Name/Name of Individual)
43600 Mission Blvd.
Fremont, CA 94539-5847

Overnight Shipping

Fed Ex materials and supplies may be obtained from the mailroom. Mailroom personnel will schedule a pick up for your shipment. Fed Ex will only pick up shipments from the Bookstore. Departments are responsible for preparing, addressing, and filling out forms for the type of service desired. For assistance with Fed Ex shipments, please contact Central Services at (510) 659-6012.

Newark Campus Mailroom

The Newark Campus Mailroom is located in NC2311. The Central Services Center on the Fremont Campus will handle U.S. postal mail, inter-campus mail, and small packages at the Newark Campus. Please be sure outgoing mail is in the Newark Mailroom by 11:30 a.m. for same day pickup. Inter-campus mail will be distributed the following business day.

Due to the limited size of the mailboxes, it is imperative that they be checked and emptied daily. This will ensure all mail is delivered properly. When mailboxes are full, Division Deans will be notified. For security purposes, the Newark Mailroom will remain locked. If keys are needed, please contact your Division Office. The Newark mailroom does not handle personal mail; it should be taken directly to a post office or public mailbox.

Frequently Asked Questions about Mail Services

Q. Is there a mailbox in the Fremont Mailroom for personal outgoing pre-stamped mail?
   Yes. Find the basket with the attached sign that reads “Personal outgoing pre-stamped mail”.

Q. What is the deadline for processing outgoing U.S. mail?
Outgoing U.S. mail must be in the outgoing mail basket by 11:30 a.m. daily.

**Q. What express services are available?**

USPS Priority Mail (2-3 days), USPS Express Mail (overnight or next day), and FedEx.

**Q. When is incoming mail received?**

Daily at about 12:00 p.m. for the Fremont Campus and 3:30 p.m. for the Newark Campus.

**Q. Do you sell stamps?**

No. Stamps may be purchased at the Ohlone College Bookstore.

**Q. When are packages (UPS and Express) received?**

Twice daily at about 10:00 a.m. and 3:00 p.m. at the Fremont Campus (FP-29).

**Q. How frequently are mail, packages, and duplicating jobs delivered to the Newark Campus?**

Duplicating jobs/mail are delivered every weekday by 3:00 p.m. Inter-campus mail is distributed the following business day. Any outgoing postal mail/inter-campus mail is picked up at that time.

**LEARNING RESOURCES CENTER**

- **Reserve Service:** You may place books, articles, and audio-visual materials on reserve at the Circulation Desk of the Fremont or Newark campus by bringing in the items and filling out a Course Reserve form. For further information, email KG Greenstein at kgreenstein@ohlone.edu or contact the Circulation Desk at ext. 6160.

- **Multimedia Items:** Laptops, Video Cameras, DVD players, Instructional Videos and other audio-visual materials are available from the Newark LRC Circulation Desk and may be signed out for classroom use. The Fremont LRC has a variety of Instructional Videos, as well as headphones.

- **Library Instruction:** Faculty members may arrange for librarians to provide course-tailored library instruction sessions for their classes, focusing on such topics as basic research skills, information competency in a given discipline, or the use of the internet for research. To schedule a library instruction session for a course based at Fremont, email KG Greenstein at kgreenstein@ohlone.edu. To arrange an instructional session for a Newark-based course, email Barbara Duggal at bduggal@ohlone.edu.

- **Library Collection:** Visit the Ohlone College Library home page at [http://www2.ohlone.edu/org/library/](http://www2.ohlone.edu/org/library/) to discover the wide range of resources available to faculty, students and staff at Ohlone College. You can search for physical books, electronic books, textbooks and audio-visual materials including instructional videos in H.A.N.S., the library’s online catalog. The library subscribes to a rich collection of electronic periodical databases that provide full-text access to thousands of journals, magazines and newspapers. In addition, all of these resources are accessible remotely. Reference Librarians are available at both the Fremont and Newark campuses to help students locate resources for projects and assignments, as well as to answer any questions about accessing online and physical library items. For
reference assistance, email librarians@ohlone.edu, or submit a question online via the Ask A Question page at http://www2.ohlone.edu/org/library/ask.html.

PROFESSIONAL DEVELOPMENT

The Ohlone College Faculty Professional Development Committee provides up to $400 per full-time faculty member and $250 per adjunct faculty member each year, as funds are available from the District. The process and forms for application and reimbursement are available on the Professional Development website: http://www.ohlone.edu/org/profdev/forms.html.

The Flex calendar was instituted at Ohlone College in Fall Semester 1993. The purpose is to provide professional development activities for faculty that will enhance learning in the classroom. Four days of the Academic Calendar have been set aside for these activities.

- Full-time Faculty must meet a 24 hour per fiscal year (July 1 – June 30) obligation in flex activities (trainings, on-campus workshops, individual projects approved in advance by their appropriate Dean). 12 of these 24 hours must be “Fixed” hours (All workshops on Friday during Learning College Week are considered “Fixed”). **Hours missed by end of fiscal year will be deducted from sick leave.**
- Adjunct faculty will receive compensation of up to a maximum of three (3) hours per semester at the lab rate for one flex divisional meeting plus any other authorized flex activity per semester which they attend.
- Further information is available on the Professional Development website: http://www.ohlone.edu/org/profdev/facultyflex/.

Learning College Week is held the week before the start of each semester to provide learning opportunities for all Ohlone College employees. The Faculty Professional Development Committee plans this week of stimulating workshops. Workshops are held on both campuses so please check the schedule carefully. The schedule is sent electronically several weeks before each Learning College Week.

Workshops are available on Curriculum Development, Faculty Reflections in Teaching and Learning, and Program Review. Contact Kerrie Kawasaki-Hull at KKawasakiHull@ohlone.edu to schedule a workshop. The Student Learning Outcomes and Assessment (SLOA) website has additional resources: http://www.ohlone.edu/org/sloacomm/.

Workshops have included but are not limited to:

- Faculty Reflections in Teaching and Learning: Share your techniques with other faculty!
- Creating an Integrated Student-Centered Curriculum.
- Creating a syllabus with assignments that engage the student and assessments that focus on the student learning outcomes. Enjoy the process of creating a clear and engaging syllabus!
- Developing effective course and program student learning outcomes.
• Designing rubrics to set clear expectations for student learning and communicate that information to students.
• Authentic assessment: What is it and how do I use it in my classes?
• Classroom Assessment Techniques. Creating a student learning outcomes assessment project.
• Using collaborative learning techniques.
• Creating generative conversations within class.
• Developing an effective program review and using the CurricUNET Program Review module.

See the Program and Services Review web site for resources: http://www.ohlone.edu/org/programreview.

CAFETERIA/STAFF LOUNGES
The Cafeteria is located on the second level of Building 5 on the Fremont campus. Hours may vary but are typically Monday – Thursday, 7:00 a.m. – 7:00 p.m., Friday, 7:00 a.m. – 2:30 p.m., and closed Saturday and Sunday. There is limited service in the summer and on breaks. A staff dining room with a microwave is located adjacent to the Cafeteria in room 5209. A more limited food service is available on the Fremont Campus in the Student Lounge in FP-27 and in the lobby of the Newark Campus.

There are two staff lounges located on the second floor at the Newark Campus. One is located in room NC2310 and the second one is located in room NC2408. The staff lounges are equipped with a refrigerator, microwave, sink, and cupboards. A key is required to access each of these locations and can be requested through your Division Office. In addition to the break rooms, cafe tables are located in the first floor main lobby.

Vending machines are located in Buildings 4, 5, 6, 9, Hyman Hall, and the Smith Center.

CAMPUS POLICE SERVICES
All crimes should be reported immediately. On the Fremont Campus you may call Campus Police Services by dialing ext. 6111. On the Newark Campus you may call Campus Police Services by dialing ext. 2311. An anonymous Crime Tip Line has been established for use by students and the general public to report crime and other activities. The number is (510) 979-7997. Report any and all of the following:

• Any injury to a student, staff member, or general public
• Suspicious persons or activity
• Any type of crime
  o Theft
  o Disturbance
  o Vandalism
  o Assault

Should a staff member be witness to a disturbance they should intervene only when safe to do so and should call for Campus Police Services to respond. Please take note of any information that might be
useful to Campus Police. This would include names of people involved, physical descriptions, and car
details including license plate numbers.

To curtail the problem of theft and vandalism, everyone’s help is needed. By taking the following
precautions, we can each assist in the prevention of thefts and burglaries:

- When leaving your work area, please make sure that your office door is FULLY CLOSED and
  locked. It is not unusual for Campus Police Services to find doors opened or unlocked.
- Please lock your desk and file cabinets if they contain personal items, test materials, or anything
  of value.
- You may want to reconsider bringing personal items of value to the campus. The District’s
  insurance policy does not cover the loss of employees personal items.
- For computers and typewriters, you may want to consider the purchase of a lock-down device. A
  burglar does not want to spend a lot of time in any area; the more difficult the situation is made
  for the burglar, the less likely he/she will stay around.
- Should you see anyone or anything suspicious in your work area or anywhere on campus,
  please immediately call Campus Police Services at ext. 6111.

COLLEGE ADVANCEMENT
College Advancement is responsible for advancing the mission of the District in serving students in this
region. Marketing and public information are part of the function of this office. The office plans and
executes all advertising and publicity strategies for the District to develop and increase public perception
and awareness of the District, its programs and its opportunities and events. The office is responsible
for developing and maintaining consistent imaging and messaging about the District. The office also
assists divisions and departments at the College in marketing individual programs and events. Please
contact the office if you need help in any of these areas via email at college_relations@ohlone.edu.
Human Resources

GENERAL INFORMATION
Human Resources is available to assist all employees in areas that include but not limited to employer/employee relations, equal employment opportunity and diversity, recruitment activities, employee benefits, workers’ compensation processing, staff development, and employee assistance programs.

Ohlone College adheres to an Equal Educational and Employment Opportunity Policy which can be accessed at: http://www.ohlone.edu/core/policy-equaleducemplopp.html and a Drug Free Environment and Drug Prevention Program which can be accessed at: http://www.ohlone.edu/org/board/policy/ap chapter3/ap3550.html. Human Resources is located in Building 19, Room 118 and can be reached at (510) 659-6088.

HUMAN RESOURCES FILES
Permanent personnel files for all employees are located in the Human Resources Office. These contain applications, credentials, minimum qualifications, equivalency verifications (if applicable), official transcripts, reference papers, foreign degree evaluations, etc. If you have any questions regarding eligibility to teach in the community college system and teaching disciplines, call the Human Resources Office at (510) 659-6088.

UFO CONTRACT
The agreement between the Ohlone Community College District and the United Faculty of Ohlone (UFO) contains information on issues that are required to be negotiated, including: faculty rights, grievance and conciliation procedures, salary, evaluation policies and procedures, flex time, holidays, leaves, professional rank, duties and requirements of instructors, and retirement. Information on the United Faculty of Ohlone, including the UFO contract, can be found at: http://www2.ohlone.edu/org/ufo/.

FACULTY ASSIGNMENT CONTRACT (ADJUNCT/OVERLOAD TEACHING CONTRACTS)
Although adjunct faculty may be assigned instructional classes, the District may cancel that assignment for a number of reasons. Some of the reasons are listed below. These should not be considered the complete list of reasons for assignment cancellations.

- The class is canceled due to low enrollment.
- The class is canceled due to budget cuts.
- A full-time instructor has a class canceled and needs another class in order to maintain a full teaching load. The full-time instructor may “bump” the adjunct instructor if no other class is available. Note that the full-time instructor may not “bump” the adjunct instructor to maintain an overload.
TIMESHEETS AND PAYCHECKS
Payday is the last working day of the month for full-time faculty and mid-month for part-time faculty. Direct Deposit is encouraged for your convenience.

For adjunct and overload assignments, pay periods cover from the 1st of the month through the end of the month. Time sheets will be placed in mailboxes or mailed by the appropriate Dean’s office, and must be returned to that Dean’s office or mailbox on or before the last day of the month. Instructors teaching classes that meet on the last day of the month should estimate their time on the last day to meet this deadline, making any corrections the following month. Paychecks for part-time faculty will be mailed on payday to the address on file and takes anywhere from one day to one week for the U.S. Postal Service to get this to you. Direct Deposit is encouraged for timely receipt of your pay.

If any adjustment to deductions or Tax Sheltered Annuities TSA’s are made, please allow 30 days (for 457) or 15 days (for 403B) prior to the pay date for the changes to take effect. Changes to your TSA contributions can be made at: https://altamontclair.org/salary-reduction-agreements-sra/. See the Human Resources web page for payroll due dates and pay dates.

ABSENSES / LATE ARRIVAL / SICK LEAVE
Instructors who arrive late and/or cannot meet their scheduled instructional assignments must call and email the appropriate Division Office’s Executive Assistant and the Division Dean. It is essential that you contact both people and use both voicemail (signmail for Deaf instructors) and email to ensure that someone gets the message in time to post a notice that class has been cancelled. It is important to also let the Division Office know if there are any class instructions that need to be included on the notice.

- Before 8:00 a.m. or after 5:00 p.m. call Campus Police Services at ext. 6111 for Fremont Campus classes and ext. 2311 for Newark Campus classes. Campus Police Services will post notices in this case.
- Instructors should not ask someone to substitute for them without prior permission from their Dean. All substitute instructors must be officially employed by the District and properly credentialed and meet the Minimum Qualifications as established by their department.
- Instructors should record any time for which sick leave is claimed on the absence report for that pay period.

If you have any questions about sick leave or absences, please call Human Resources at ext. 6088.

WORKERS’ COMPENSATION
All District employees (Full-time, Part-time, Other Hourly, Student Employees) and volunteers, who have completed the appropriate volunteer form, are covered by the District’s Workers’ Compensation plan.

- Between 7:00 a.m. and 5:00 p.m.: If any employee or “signed-up” volunteer is injured, after determining that the injury is not life threatening, call the Workers’ Compensation Coordinator at ext. 7355 or main Human Resources line at ext. 6088 for assistance and referral to the
District’s Workers’ Compensation medical care provider. If the Coordinator is not available, call ext. 6201 to speak to the AVP of Human Resources. If the injury is life threatening, call 911 for Emergency Services, then call Campus Police at ext. 6111 for emergency services personnel assistance. The Workers’ Compensation Coordinator should be called afterward for additional assistance and information.

- **Between 5:00 p.m. and 7:00 a.m.:** An injured employee or “signed-up” volunteer should be taken to the nearest open medical facility for care (Campus Police Services, ext. 6111, has a listing of open facilities). The Workers’ Compensation Coordinator as well as employee’s supervisor should be called after 7:00 a.m. the next morning.

### INSTRUCTOR EVALUATIONS

Tenured full-time faculty undergo the evaluation process at least once every three years. Non-tenured full-time faculty undergo the evaluation process at least once in their first, second, and fourth year of employment. Adjunct faculty are evaluated at least once within the first year and thereafter at least every six semesters.

For all faculty, the evaluation process includes student evaluations and class observations. All full-time faculty will additionally participate in a peer evaluation (see Section 13.6 of the UFO contract for further information).

Student evaluation forms will be sent to you, with instructions on how to administer them. Class observations will be conducted by your dean and/or a designee. Full-time faculty members who teach in the same discipline may be requested by administrators to conduct classroom observations of adjunct faculty. Your class observation report will be reviewed with you following the observation and will be sent to you in a sealed envelope for your signature prior to filing.

### ACADEMIC FREEDOM

Board Policy (BP) 4030 pertains to academic freedom and the protection of instructors. The complete policy can be accessed at: [http://www.ohlone.edu/org/board/policy/bp-chapter4/bp4030.html](http://www.ohlone.edu/org/board/policy/bp-chapter4/bp4030.html).
Appendices

APPENDIX A – SAMPLE OUTLINE FOR A COURSE SYLLABUS

Your course syllabus is, in essence, a contract between you and the students in your course. Therefore, your course syllabus should be clear and explicit, especially about your expectations and how students will be evaluated. Your course syllabus is one of the primary sources of information referred to when there are issues concerning student conduct or grading.

The syllabus for online and hybrid courses must be available through the course management system (Canvas).

Below is a compendium of suggestions from faculty, staff, and administrators, for what to include in your course syllabus in some form. The sections are indicated in bold, followed by notes. Special notes for fully online and hybrid courses are so indicated.

Course Number and Section Number

Course Title

Semester and Year

Meeting Days and Times (if applicable)

Instructor Name

• Consider a brief statement of your background. This is especially helpful for a fully online course.

Telephone Number and Email Address

Policies on Response Time for Email

Instructor Website URL

Office Hours (if applicable)

• For fully online courses it is very important to have clear policies and expectations regarding instructor participation/responses to e-mails, forum posts, etc.

Student Learning Outcomes

• Student Learning Outcomes for the course must be stated. These are available in the Official Course Outline of Record for the course. It is also very important for the instructor to review the Student Learning Outcomes with students so they have a clear understanding of what they are expected to be able to do as a result of taking the course.

Course Content and Assignments
• To the extent possible, include a listing of assignments and due dates so that students can plan ahead. This is particularly useful for exams, reports, and quizzes. You may also want to include reading assignments (chapters and pages). For **fully online courses**, it is extremely important that students can readily find information about assignments. Since assignments may consist of multiple components such as readings, discussion board postings, and submission of written assignments, consideration should be given to how to organize such information for easy access in the course management system (Canvas). Where to access assignments and due dates should be clearly indicated in the syllabus.

**Student Materials – Means of Achieving Objectives**

• This includes texts, supplies (e.g. paper, green books, art supplies), access codes for online materials, and other materials needed to achieve the objectives of the class. Refer to the Official Course Outline of Record for information for your particular course.

**Classroom Instruction**

• Information should be provided as to how the class will be conducted. Such information might include how homework, participation, and projects are handled. For example, you may want to inform students that homework will only be collected at random intervals or that there will be small group work in each class session.

• It is critical that instructors of **fully online** and **hybrid classes** make “effective contact” strategies clear for students. These include:
  o Time Commitment: Tell students to plan to set aside X number of hours per week for course work, as well as a weekly time slot for exams/etc.
  o Class Participation: Tell students how many times per week they must log in and comment/post/etc. to maintain good standing in this course.
  o Course Requirements: Be explicit about requirements for participation, exams, prompt submission of assignments, etc.

• In addition, instructors of **fully online** and **hybrid classes** should provide tips for navigating the course. The following are examples (provided by instructors of online courses) of what you might include:
  o Announcements will pop-up when you log on to the course and you may see a change to the text header on the homepage to catch your attention.
  o How to find and submit assignments, tests, exams, etc.
  o Check the discussion area frequently and respond to questions appropriately.
  o Discussion Forum Tips:
    ▪ Use this section to set the tone of discussions in this course.
    ▪ Check the discussion area frequently and respond to questions appropriately.
    ▪ Participation at least X times per week is expected.
    ▪ A certain degree of netiquette is required when posting to an online discussion. Take a moment to read the following link on netiquette if this is your first online course: [http://www.learnthenet.com/english/html/09netiqt.html](http://www.learnthenet.com/english/html/09netiqt.html).
Focus on one subject per message, typing the subject title in the heading of your message.

Only capitalize words to highlight a point.

Cite references and sources when quoting.

Do not forward someone else’s message without warning them first.

Humor is allowed, but note that without visual cues humor can be misinterpreted.

Feel free to use emoticons such as :) to let others know you’re being humorous.

**Assessment of Student Learning**

- Your syllabus should indicate clearly how you will be assessing student learning. Indicate what types of activities will be assessed and the quantity. This includes written and performance exams, quizzes, and reports. It is also useful to indicate whether assignments will be graded, whether or not quizzes may or may not be announced, and what materials can be used during exams and quizzes (e.g. calculators, notes, texts). Note that course content, student assignments, classroom instruction, and assessment of student learning need to be aligned with the course student learning outcomes.

**Evaluation of Student Performance**

- In this section, you should indicate how you will determine the student’s final grade in the class. You may want to give a detailed breakdown of the points for all graded assignments and what the cut-offs are for each letter grade. Alternatively, you may simply want to give the weights for each component of the grade, e.g. Class Participation – X%; Homework – X%; Lab Work – X%; Quizzes – X%.

**Make-up Exams and Grade Improvement**

- You should be clear about whether or not you allow student to make up exams that they have missed or retake exams in the case of unsatisfactory grades. You should also include details in your syllabus about issues such as the conditions under which exams can be made up or how much a grade can be improved with a retake.

**Attendance/Withdrawal**

- You should include important dates such as the last day to drop a class without a grade, the deadline for indicating a “credit/no credit” grading preference (for courses with that option), and the last day to withdraw from the class and receive a “W”. You should also include your own specific attendance rules regarding tardies, what constitutes an unexcused absence, and the number of absences permitted before a student is dropped from the class.

**Academic Dishonesty**
The following paragraph can be used in your syllabus to refer students to the college’s academic dishonesty policy:

Academic dishonesty defrauds all those who depend upon the integrity of the College, its courses, and its degrees and certificates. Students are expected to follow the ethical standards required in Ohlone courses. These standards are defined in the Procedure on Academic Dishonesty found at [http://www.ohlone.edu/org/studentservices/academicdishonesty.html](http://www.ohlone.edu/org/studentservices/academicdishonesty.html).

Violations of this procedure include cheating and plagiarism. For **fully online** and **hybrid classes**, you may want to include language about file sharing and the possible repercussions. Copies of this procedure are available in the offices of the Vice President of Student Services or Deans.

**Student Code of Conduct**

- The following paragraph can be used in your syllabus:

  The student has the right and shares the responsibility to exercise the freedom to learn. The student is expected to conduct himself/herself in accordance with standards of the College that are designed to perpetuate its educational purposes. These standards, along with applicable penalties for violations, are found in the Standards of Student Conduct at: [http://www.ohlone.edu/org/studentservices/docs/studentcodeofconduct.pdf](http://www.ohlone.edu/org/studentservices/docs/studentcodeofconduct.pdf)

**Classroom Conduct**

- Describe any specific standards for your classroom relating to questions, discussions, gum chewing, eating and drinking, talking, cell phone usage, etc.

**Student Services**

- You may wish to highlight specific student services available to Ohlone students. Refer to the Student Services of the Faculty Handbook for a list of services.

**Degree and Certificate Completion**

- Faculty Senate has voted to strongly encourage faculty to add the following statement about degree and certificate completion in their syllabi:

  Earning an associate degree or certificate from Ohlone can increase your likelihood of getting hired for a new job, increase your earning potential as an employee, and decrease your chance of being unemployed. Ohlone has almost 200 associate degrees and certificates from which you can choose—ranging from Certificates of Accomplishment (7+ units) to an Associate in Arts or Associate in Science with 60+ units. See a counselor and go online to consider available degrees and certificates.

**Technical Information (required only for fully online and hybrid courses)**
This information should be copied into the syllabus for any fully online or hybrid course:

This course uses the Course Management System (CMS) Canvas. This system is hosted 24/7 so that should you have any technical issues, you can contact IT Services for assistance at http://servicedesk.ohlone.edu or by calling (510) 659-7334.

Each student will be notified via an email account with the login and password for his/her class account. Instructions for how to login will be included in the correspondence. Canvas is an online course management software program that can be accessed by any computer that has internet access and a browser such as Firefox or Internet Explorer. Please be advised that if the issue is on the college’s end, or if the email system is down, you will be granted an extension of time. If the problem is on your end, you need to ensure that it is resolved quickly so that your work deadlines are not jeopardized.

System recommendations to use for this course can be found on the technical specifications page of the Ohlone College website at: http://www.ohlone.edu/org/infotech/studentresources.html#studentcomputers.

You will also need an email account.

Accessibility: As required by the Americans with Disabilities Act (ADA), accommodations are provided to ensure equal opportunity for students with verified disabilities. If a student has trouble using Canvas and other necessary technologies, the student can talk with Disabled Students Programs and Services (DSPS).
The Ohlone Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Governing Board recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

College Policies and Procedures

1. The College shall provide the following explanations both in the College Catalog and in the Class Schedule:
   a. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Ohlone Administrative Procedure (AP) 4260.
   b. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.
   c. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to examine that right.

Challenge Process

2. The College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process as required in and according to provisions of Ohlone Administrative Procedure (AP) 4260.

Curriculum Review Process

3. The College certifies that Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as Ohlone Administrative Procedure (AP) 4260. The Curriculum Committee shall:
   a. Establish prerequisites, corequisites, advisories on recommended preparation, and limitation on enrollment pursuant to Ohlone Administrative Procedure (AP) 4260.
b. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in Ohlone Administrative Procedure (AP) 4260.

c. Provide for a review of each prerequisite, corequisite, or advisory at least every six years pursuant to Ohlone Administrative Procedure (AP) 4260. Any prerequisite or corequisite which is successfully challenged under Ohlone Administrative Procedure (AP) 4260 shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.

d. Provide for a review of each limitation on enrollment at least every six years pursuant to Ohlone Administrative Procedure (AP) 4260.

**Implementing Prerequisites, Corequisites, and Limitations on Enrollment**

4. The College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to Section 55003 of Title 5 and Section I.E. of the Model District Policy.

**Instructor’s Formal Agreement to Teach the Course as Described**

5. The College shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation are established will be taught in accordance with the course outline pursuant to Section 55003 of Title 5.
APPENDIX C – OHLONE COLLEGE GRADING POLICY

Ohlone College uses the following letter grade system for evaluating the quality of students’ work:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Less than satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass (at least satisfactory)</td>
<td>0</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (less than satisfactory or failing)</td>
<td>0</td>
</tr>
</tbody>
</table>

Incomplete Grades

An I grade is not to be given in place of a withdrawal. After the withdrawal deadline, students remaining in class must receive a letter grade other than W. An incomplete grade may be assigned only when a student has failed to complete the final examination, a class project, or a term paper because of illness or an unforeseen personal emergency. It is the student’s responsibility to contact the instructor in such cases.

When such conditions exist, the instructor and student must complete an “Incomplete Grade Contract” which outlines the work to be completed within one calendar year. Incomplete Grade Contracts are available in the Division Offices and the Office of Admissions and Records. An I grade can be entered by the faculty on their WebAdvisor grading page along with an expiration date. When an I grade is assigned, a copy of the signed Incomplete Grade Contract must be submitted to the Office of Admissions and Records by the last day to submit grades for the term. When the work has been completed as outlined on the contract, the instructor will forward a “Change of Grade” form to the Office of Admissions and Records. Students who do not complete the contract will be assigned an F at the end of one calendar year. Students may present evidence of extenuating circumstances to support a request for an extension of the time limit. Petitions must be received during the term in which the one-year time limit expires. Students may not re-enroll in a course where they have an Incomplete grade.

Withdrawal Policy

No grade (or symbol) will appear on the student’s record when withdrawal takes place on or before the 30% point of a class.
The W symbol will be used to indicate withdrawal from a class from the 30% point to the 75% point of a class.

After the 75% point to the end of the semester, only grades other than a W are to be assigned to students of full-term classes.

**Pass/No Pass Courses**

The College will offer some courses for Pass/No Pass only. These courses shall not be challenged at a later date for a letter grade. A student must earn a grade of C or better in order to receive credit for a Pass/No Pass course.

The College will offer some courses with a Pass/No Pass or evaluative grade option. A Pass/No Pass student is required to make a decision by the end of the fourth week of class during the semester and no later than 30% of the term for a short-term class or during the summer session. Once the deadline has passed, students may not switch back from Pass/No Pass to letter grade option.

The College will offer some courses with only the evaluative grade option.

Faculty will not be aware of a student’s Pass/No Pass status from a class roster. Entering an A, B, or C will equate into a Credit grade; grades of D or F will equate into No Pass.

**Credit by Examination**

Certain courses are available for Credit by Examination. These courses are designated by the symbol “CE”, “OE”, and “GE” in the College Catalog. To apply for Credit by Examination, the student must be registered, must have completed 6.0 or more units at Ohlone College, and must be in good academic standing. The student must be enrolled in at least one other class during the semester in which Credit by Examination is requested.

Petitions for Credit by Examination are available in the Office of Admissions and Records and must be submitted during the first three weeks of the semester.

The grade assigned for Credit by Examination is recorded in the same manner as for other courses. Credit is not given for any class which students have previously attempted and failed or for which they have previously sought Credit by Examination. A maximum of 10 units may be earned through Credit by Examination.

Credit by Examination shall not be used to establish the 12-unit residency requirement for graduation.

Exceptions to these provisions may be granted, under unusual or hardship circumstances, by petition to the Academic Appeals Committee.

**Probation and Dismissal**

In the following sections, “semester” refers to Fall and Spring semesters only. Summer session is counted in the GPA but not as a consecutive semester:
A. Probation
   1. Academic Probation:
      a. Any student who has unsuccessfully attempted 12 or more semester units and
         whose cumulative GPA is less than 2.0 shall be placed on academic probation.
      b. A student (on academic probation) who achieves a cumulative GPA of 2.0 or
         higher shall be removed from academic probation.
   2. Progress Probation: A student who has enrolled in a total of at least 12 semester units
      shall be placed on progress probation when the percentage of all of the units in which
      the student has enrolled and for which entries of W, I, and NC are recorded reaches or
      exceeds 50%.

B. Dismissal
   1. Academic Dismissal: Any student who has unsuccessfully attempted 12 or more
      semester units will be dismissed when the cumulative GPA is less than 1.75 for three
      consecutive semesters.
   2. Progress Dismissal: Any student who has attempted 12 or more semester units shall be
      dismissed if 50% of the grade entries are W, I, and/or NC for three consecutive
      semesters. (Consecutive semesters are based on student's enrollment.)
   3. Appeals of Dismissal: Any student who has been dismissed after having been placed
      on academic probation or progress probation may petition for reinstatement under the
      following conditions:
      a. A student who is placed on academic probation after attempting 12 units and
         dismissed because of a cumulative grade point average of less than 1.75 for
         three (3) consecutive semesters may petition for reinstatement if the semester
         grade point average during the last three (3) semesters is 2.0 or above.
      b. Students may also petition for reinstatement in cases of extreme extenuating
         circumstances not reflected in the above conditions.
      c. A returning or transfer student on academic dismissal who maintains a
         semester GPA of 2.0 for three (3) consecutive semesters may petition for
         reinstatement even if the student’s cumulative GPA is still below 2.0.
      d. All denied petitions shall be directed to the Academic Appeals Committee and
         must be received by a pre-determined deadline date.

C. Notification
   A student’s academic standing, including “probationary,” “subject to dismissal,” or “dismissed”
   status, shall be printed on the student’s grade report at the end of each regular semester. A
   student who is subject to dismissal or dismissed will also be so notified by e-mail.
APPENDIX D – SUGGESTIONS FOR WORKING WITH DEAF STUDENTS

About Deaf and Hard of Hearing Students

- Many Deaf and hard-of-hearing people do not lip read at all, as only about 35% of what is spoken is visible on the lips. However, many Deaf and hard-of-hearing individuals benefit from seeing your lip movements and facial expressions when you speak.
- Not all Deaf and hard-of-hearing students know sign language. They may rely on residual hearing, hearing aid, cochlear implant, and lip reading. They may miss information that is conveyed in the classroom. Consequently, they need specific accommodations such as real-time captioning and notetaking.
- All Deaf/hard-of-hearing students are unique and may require different accommodations. They may or may not:
  - Communicate through a sign language interpreter
  - Communicate through a captionist
  - Speak for themselves
  - Be skilled lip readers
- Each Deaf or hard-of-hearing student is an individual. Usually, the most effective approach to working with a Deaf or hard-of-hearing student is to check in with them privately at the beginning of the term to find out what their needs are and how you can best accommodate them.
- Expect the same from Deaf/hard-of-hearing students as you do other students.

Role of the Interpreter

- Interpreters are strictly there to translate what is being said. They cannot answer personal questions about the student, interject personal opinions, or assist a student with schoolwork. Address questions or comments regarding the Deaf student directly to the student.
- Interpreters process information cognitively before interpreting. The interpreted message therefore, will follow at a pace generally one to two sentences behind the communicator. Speak naturally at a reasonable pace to help facilitate an effective interpretive process.
- The interpreter or real time captioner’s primary responsibility is to facilitate communication. Instructors should refrain from asking the interpreter or real time captioner to function as a teacher’s aide, to participate in class activities or to perform other tasks. Doing so may interfere with the quality of communication provided, compromise the role of the interpreter or real time captioner and prevent full communication access for students who are deaf.
- Familiarity with the subject matter will enhance the quality of the interpreted message. If possible, meet with the interpreter or real time captioner before class to share outlines, texts, agenda, technical vocabulary, class syllabus, and any other pertinent information.

Interaction with Deaf Students

- Speak directly to the Deaf person, not to the interpreter. A common mistake is to say, "Tell her . . ." or "Ask him . . .". Instead, make eye contact with and speak directly to the Deaf person.
as though the interpreter is not present. This shows the person respect and develops the student/teacher relationship.

- Speak clearly and naturally. Don’t exaggerate your mouth movements, speak louder than normal, or direct additional attention towards a Deaf/HH student. Do try to keep an eye out for expressions of frustration, confusion, and inattention in such students. Feel free to talk with the student outside of class if you sense any problems.

**Access**

- Emphasize important information visually. This includes assignments, schedule changes, or details, including new, difficult and/or key terms, which should be written down or spelled out on the board, overhead, or in a handout. This is helpful for the student as well as the interpreter or real time captioner.

- Provide advance copies of lecture notes, technical terms, hand-outs, speeches, audio recordings, song lyrics, websites, PowerPoint slides, and other materials. This will help orient the Deaf student and allow the interpreter to better prepare to translate the class content.

**Seating Arrangements**

- Work with the student and his/her service provider to assure a proper seating arrangement that maintains the best sight lines and comfort, along with the least distractions.

**Interpretation**

- Be aware of “process time", which is the time required to process information into another language.

- Plan some strategic breaks so that both student and interpreter or real time captioner can have a mental and physical break from the rigors of the situation. For the Deaf student, receiving information visually without breaks can be tiring and cause eye fatigue. Additionally, simultaneous interpreting/captioning requires the processing of new information while the information that was just communicated by the speaker is being delivered. For classes longer than one hour in which only one interpreter or real time captioner is available, a mid-class break is essential.

**Classroom Discussions**

- Please repeat questions before answering. It may be difficult for the interpreter to hear the questions, especially in a large space.

- Ask students to raise their hand, be recognized, and then ask questions and/or give comments. This will allow the interpreter or real time captioner to finish interpreting/captioning for the current speaker and gives the Deaf or hard of hearing student equal opportunity to participate in class. Also, encourage the students to wait until the teacher recognizes them before speaking or signing. The interpreter or real time captioner can only convey one message at a time.

**Group Work**
• Do not force groups of Deaf or hard-of-hearing students to work together. Well before you establish groups, ask students privately for their preferences in group assignments.

**Media in the Classroom**

• If you intend to show movies, slides, or video, be aware that media, as per Federal Law, must be captioned or subtitled. If you have any concerns as to whether your media has captioning, please contact DSPS at (510) 659-6271.

• A warning about YouTube videos: Often YouTube videos show the “CC” symbol indicating they are captioned. However, if you click on the “CC” symbol and it says “English (Automatic Captions)”, these captions are produced using voice recognition software and are less than satisfactory. When used in the classroom, they may limit accessibility for the student with a hearing loss, and the errors are sometimes so inaccurate and inappropriate that they are distracting to the hearing students in class. We strongly recommend that you always review the entire YouTube video to check the accuracy of the captions before showing these in class. If they are not accurate, you should contact DSPS.
APPENDIX E – REGULATIONS FOR INSTRUCTIONAL FIELD TRIPS

Field trips can be an integral part of an instructional program. College regulations should be observed throughout the field trip:

1. Field trip requests must be submitted to the Dean two weeks prior to departure date. Completed forms with signatures must be in the hands of the instructor prior to departure. Please indicate if an interpreter will be required.
2. No field trips should be taken prior to the close of the late registration period.
3. The faculty member is responsible to be present during the entire field trip.
4. If the field trip includes an overnight stay, the instructor should attach a list of all participants with their addresses, phone numbers, and the place of contact (phone number).
5. Care should be taken by the instructor to make it clear that the College’s responsibilities will begin and end at the designated field trip site and that students are on their own to and from the site (if not using a District vehicle):
   a. Student passengers should not be assigned to specific cars.
   b. Student passengers should arrange for their own transportation.
   c. Student drivers shall not be compensated for use of vehicle or gas.
APPENDIX F – DISTANCE EDUCATION – EFFECTIVE CONTACT REQUIREMENTS

A. Definition: Distance education (DE) is a mode of education and instruction which uses one or more technologies to deliver course content to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.

B. Authentication: Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates and verifies that the student who registers in a DE course is the same student who participates in and completes the course or program and receives the academic credit. At the time of registration, the District provides each student with a statement of the process in place to protect student privacy.

The office of Academic Affairs utilizes one or more of the following to authenticate or verify the student’s identity:

- **Secure Credentialing/Login and Password:** Students are issued a specific 7-digit ID and Password. Students access DE courses through the college’s Course Management System, (Blackboard SP9.1) using a static URL link.

- **Proctored Examinations:** In addition to the authentication login students in the Nursing Program are required to take online exams in person with a faculty member present as a proctor.

C. Course Approval: The review and approval of new and existing DE courses follows the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. DE courses are approved under the same conditions and criteria as all other courses.

Each proposed or existing DE course is reviewed and approved separately. This approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through DE.

D. Certification: The Curriculum Committee and Distance Education Committee certify the following when approving DE courses:

- **Course Quality Standards:** The same standards of course quality are applied to DE courses as are applied to traditional classroom courses.

- **Course Quality Determinations:** Following the College’s course approval procedures, determines and judges the quality of DE courses.

E. Instructor Contact: Each section of a DE course includes regular effective contact between instructor and students. All DE courses, whether hybrid or fully online include regular effective contact as described below:
• **Initiated interaction**: Instructors regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

• **Frequency**: The number of instructor contact hours per week that would be available for face to face students, are also available, in asynchronous and/or synchronous mode, with students in the DE format. Contact is distributed in a manner that ensures that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content.

• **Instructor absence**: Frequency and timeliness of instructor initiated contact and instructor feedback are posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students is made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

F. **Types of Contact**: For DE courses, instructors select as appropriate from the following resources:

• Threaded discussion forums with appropriate instructor participation

• General email (which should be archived)

• Weekly announcements in the Course Management System

• Timely feedback for student work

• Instructor prepared materials and/or any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face to face class in the particular discipline

• Instructors should also consider using other forms of communication, as mentioned in section 55211 of Title 5. (“…through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail or other activities”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included.
• It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours.

G. **Duration of Approval:** All DE courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.