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Overview of Ohlone College

STAFF LISTING

PRESIDENT/SUPERINTENDENT – Eric Bishop (ext. 6200)
Shelby Foster, Assistant to the President/Board of Trustees (ext. 6200)
Edgar Hernandez, Executive Assistant (ext. 6200)

OFFICE OF EQUITY, INCLUSIVITY AND CAMPUS DIVERSITY - MELISSA CERVANTES, EXECUTIVE DEAN (ext. 7362)
Lauren Martinez, Administrative Assistant (ext. 7437)
Rob Smith, Program Manager (ext. 6005)
Evelyn Diaz-Sanchez, SPA Supervisor (ext. 6133)
Lindsay Flores, SPA Supervisor (ext. 7433)
Harshdeep Nanda, SPA Supervisor (ext. 7434)

FOUNDATION, COMMUNITY RELATIONS, AND MARKETING – Binh Nguyen, Executive Director (ext. 6441)
Brandon Stewart, Administrative Assistant (ext. 6020)

COLLEGE ADVANCEMENT
Tina Vossugh, Director of Communications, Outreach, and Public Relations (ext. 6438)
Gosia Asher, Marketing Lead (ext. 6206)

FOUNDATION
Jacklyn Chau, Interim Foundation Program Specialist (ext. 6440)
Lura Poggi, Interim Institutional Advancement Officer

COMMUNITY & CORPORATE EDUCATION
Christopher Jensen, Director (ext. 2320)
Jesus Jimenez, Career Center Programs Specialist (ext. 2323)

CAREER SERVICES
Kelsey Bensky, Supervisor (ext. 2321)
Arden Neria, Career Advisor (ext. 2325)
Shirley Calvert, Career Advisor (ext. 2326)
Crystalyn Dela Cruz, Program Specialist (ext. 2322)
SMALL BUSINESS DEVELOPMENT CENTER
Asbury Lockette, Program Manager, Employer and Entrepreneurship Services (ext. 2329) Employer and Entrepreneurship Advisors: Raj Rai, Cesar Tamayo, Cynthia Klinck (ext. 2328) Donntay Moore-Thomas, Employer and Entrepreneurship Programs Specialist (ext. 6329)

RESEARCH AND PLANNING – Mike Bowman, Executive Dean (ext. 6064)
Melissa Vang, Institutional Research Analyst (ext. 7569)

HUMAN RESOURCES AND TRAINING – Shairon Zingsheim, Vice President (ext. 6201)
Vy Anderson, Human Resources Director (ext. 7355)
Christina Caratachea, Human Resources Analyst (ext. 7354)
Joanne Gapuz, Human Resources Manager (ext. 7350)
Michael Moore, Senior Human Resources Analyst (ext. 7353)
Huma Naqvi, Human Resource Specialist (ext. 7314)
Sandy Bennett, Manager of Professional Development, On-boarding, & Employee Engagement
Aundrea Love, Confidential Interpreter
David Panales, Executive Assistant (ext. 6445)

INFORMATION TECHNOLOGY SERVICES DEPARTMENT–
IT Service Desk –
Ticket - https://www.ohlone.edu/it
Email - ITServicesDesk@ohlone.edu, Phone - (ext. 7333)

INFORMATION TECHNOLOGY SERVICES – Scott Snyder, Executive Director (ext. 6007)
Diana Garza, Senior Administrative Assistant (ext. 6466)
Lynn Hickson, Director (ext. 6499)

INFORMATION SYSTEMS TEAM –
Staff: Min Kim, Abel Rodarte, Grace Chiao, Shirleen Ho, Shyla Narayanan, Quan Nguyen, LeeShin Loa

TECHNOLOGY SUPPORT AND SERVICES TEAM–
Staff: Kevin Chen, Liz Crisp, Robert Hayden, Yu-Pui Kong, Wen Kuang, Steven Moreci, Charles Outing, Delphyne Rollins, Jipssee Sayalit
OVERVIEW OF OHLONE COLLEGE

VICE PRESIDENT ACADEMIC AFFAIRS /DEPUTY SUPERINTENDENT – Tony DiSalvo (ext. 6202)
Veronica Nevarez, Executive Assistant (ext. 6220)
Mary Wilhelm-Chapin, Instructional Designer

CURRICULUM AND SCHEDULING – Kimberly Robbie, Director (ext. 6165)
Mark Young, Curriculum and Schedule Coordinator (ext. 6203)

BUSINESS, AND CAREER TECHNICAL EDUCATION – Andrew LaManque, Executive Dean (ext. 6080)
Business Administration: Jim Andrews, Tina Mosleh, Long Nguyen, Rebecca Ozoa
Business Supervision Management: *
Real Estate: *
Small Business Management: *
Work Experience: *

DEAF STUDIES – Robert Gabriel, Interim Dean (ext. 6021)
Nora Chopelas, Division Administrative Assistant (ext. 6269)
Gerry Dulalia, Student Services Assistant
Aundrea Love, Confidential Interpreter/Coordinator
Jaurong Lin, Instructional Assistant/Lab Coordinator

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

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

HEALTH SCIENCES – Robert Gabriel, Dean (ext. 3101)
Regina M. Garges, Skills Lab Coordinator (ext. 3120)
Zelma Hunter, Division Administrative Assistant (ext. 3103)

Allied Health: *
Physical Therapist Assistant: Sheryl Einfalt, Matt Silva
Registered Nursing: Nila Chakrabarty, Carrie Dameron, Nancy Dinsmore, Debora Halloran,
Respiratory Therapy: Elizabeth Postovit, Harleen Toor

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

KINESIOLOGY, ATHLETICS, AND ARTS – Chris Warden, Dean (ext. 7382/2301)
Fred Alim, Theatre Arts Technician
Chelsie Baldwin, Athletic Trainer 1
Chris Booras, Director of Theatre Operations
Billy Clontz, Athletics Technician
Jasper Gong, Technical Coordinator, Theatre Operations
Maria Gonzalez, Theatre Operations Assistant
Jeff Roberts, Certified Athletic Trainer
Maria Rocha, Division Administrative Assistant (ext. 6044)
Dan Smith, Music Library Technician Coordinator
Patrick Smith, Technical Assistant, Theatre Operations

Art: Katie Frank, Paul Mueller, Elizabeth Blau-Ogilvie
Physical Education: Robin Kurotori, Larry Heslin
Graphic Arts: Monica Cappiello, Isabel Reichert
Health: Robin Kurotori
Interior Design: *
Kinesiology: Michael Curran, Jeff Roberts
Multimedia: Isabel Reichert, Monica Cappiello
Music: Victor De La Cruz, Tim Roberts
Theatre and Dance: Matt O’Donnell, Michael Smith, Janel Tomblin-Brown
Athletic Trainer: Jeff Roberts
Coaches: Michael Curran (Baseball), Steve Kline (Basketball, M), Mitchell Youhanna (Water Polo, M/Swimming), Larry Heslin (Soccer, W), Megan Ottoboni (Water Polo, W), David Marroquin (Soccer, M), Julie Marshall (Softball), Jeremy Penaflor (Volleyball, W), David Clark (Basketball, W)

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, Director of Tutoring
Jovon Johnson, Technician I, Learning Resource Center
Gary Kauf, Director of Television Operations
Arnie Loleng, Television Operations Technician  
Marcus Montague, Technician I, Learning Resource Center  
Jeremy Mull, Radio Station Technician  
Dana Pope, Division Administrative Assistant (ext. 6173)  
Rakesh Swamy, English Learning Center Coordinator  
Mariela Torres, Technician II, Learning Resource Center  

Broadcasting: *  
Communication/Forensics: Brenda Ahntholz, Larissa Favela, Teresa Massimo, Shelley Spratt  
English: Mark Brosamer, Cecile Davila, Jeff Dean, Melanie Fernandez, Perri Gallagher, Jennifer Hurley, Kerri Kawasaki-Hull, Alison Kuehner, Carmen Madden (sabbatical 2021-2022), Margaret (Maggie) McKenzie, Rachel Sherman, Rakesh Swamy, Keitaro (Mike) Taguchi, Tracy Virgil  
English as a Second Language: Elizabeth Metzler, Connie Olsen  
Esports: Deborah (Debi) Lemon  
Foreign Language: Deborah (Debi) Lemon, Alexander (Alex) Wolpe  
Journalism: *  
Library Science/Learning Resource Center: Simeon Castro, Nnekay Fitzclarke, Kathy Sparling  

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

SOCIAL SCIENCE – Ghada Al-Masri, Dean (ext. 6187)  
Sheila Holland, Division Administrative Assistant (ext. 6216)  
Administration of Justice: Tobias Smith  
Consumer and Family Sciences: *  
Early Childhood Studies: Janice Jones, Michele McDowell  
Environmental Studies: Narinder Bansal, Jeff Watanabe  
Ethnic Studies: Elias Barbosa  
Geography: Adam Levy  
History: Darren Bardell, Kyle Livie, Heather McCarty  
Philosophy: Wayne Yuen  
Political Science: Katherine Michel  
Public Safety Consortium: Ghada Al-Masri  
Psychology: Sarah Cooper, Sheldon Helms  
Sociology: Jennifer Jovel  
Women’s Studies: *
SCIENCE, ENGINEERING, TECHNOLOGY, AND MATHEMATICS – Lori Silverman, Dean (ext. 6024)
Elizabeth Whalley, Division Administrative Assistant (ext. 6191)
Andy Bloom, Math Coordinator
Lila Barragan, Chemistry & Microbiology Lab Technician, NCHST
Laurie Issel-Tarver, Science Coordinator
Padmapriya Krishnamurthy, Science Lab Technician, NCHST
Weng Chi Man, Science Tutoring Center Coordinator
Kevin McCue, Biology Lab Technician
Maria Ana Robertson, Science Lab Technician, NCHST
Josie Sette, Applied Biotechnology Center Director
Dangto Ta, Instructional Assistant, Math Learning Center Coordinator
Majid (Reza) Barghi, Engineering, and Physics, Lab Technician

Anthropology: Sandra Chacko
Biology: Mark Barnby, James (Jim) Baxter, Connie La, Margaret Lee, Jeff Watanabe, Laurie Issel-Tarver, Shyam Sundar
Biotechnology: Mark Barnby, James (Jim) Baxter, Laurie Issel-Tarver
Chemistry: Anu Ganguly, Luba Voloshko, Lisa Wesoloski
CS: Suporn Chenhansa, Yong Gao, Rong Sha, David Topham
CNET: Paul Nguyen, Rong Sha
Engineering: Samir Abboud, Rose-Margaret Itua
Geology: Paul Belasky
Math: Nabeel Atique, Steven (Steve) Bitzer, Andrew (Andy) Bloom, Emmanuel Garcia, Chieko Honma, Anh Nguyen, Jeff O’Connell, Elizabeth (Liz) Pannell, Mylene Pelimiano, Noella Rashid, Jose Rico, Andrew (Drew) Wise
Physics: Luc Desmedt, Raj Misra

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

VICE PRESIDENT, ADMINISTRATIVE SERVICES – Christopher F. Dela Rosa (ext. 6038)
Leticia Perez, Executive Assistant (ext. 7307)

BUSINESS SERVICES – Farhad Sabit, Executive Director (ext. 6146)
Andres Garcia, Administrative Assistant (ext. 6060)
Alisa Omeragic, Budget, and Payroll, Manager (ext. 6065)
ACCOUNTING – Desire Andjou, Manager (ext. 6084)

Staff: Nam Hoang, Kim Huynh, Elaine Lee, Elizabeth Magill, Lea Witmer, Bonnie Zhu

Payroll: Portia Jiang (Classified), Chrissy Giguiere (Academic), Natalie Lau (Academic)

CAMPUS POLICE SERVICES / SAFETY AND SECURITY – Ben Peralta, Interim Chief (ext. 6111)

Tracy Griffin, Police Operations Dispatcher
James Barton, Safety Officer
Charles Galigher, Safety Officer
James Keogh, Police Officer - Reserve
Reginald Mundy, Safety Officer
Nicole Pagan, Police Operations Dispatcher
Brian Smith, Safety Officer
Waynesha Cooley, Safety Officer

FACILITIES – Oscar Guillen, Director (ext. 7473)

Ruben Aviles, Custodial Supervisor (ext. 6528)
Javier Vargas- Help Desk (ext. 6470)
Jennifer Tomlin Parker, Administrative Assistant (ext. 6105)

Staff: Jimmy Dempsey, Marco Escalante, Richard Espinoza, Jacob Esquibel, Willie Gallegos, Tony Garcia, Juan Gomez, Arnie Gonzalez, Xicheng Huang, Huang Xi Jing, Alvin Johnson, Amadeus Kircknopr, Rick Leyvas, Hoan Ly, Mario Maglinao, Mike Martinez, Miguel Mendoza, Roque Mojica, Derrick Mumin, Roman Nacu, Kwok-Fai Ng, David Schurtz, Brandon Sewell, Michael Sewell, Marc Wik

PURCHASING, CONTRACT ADMINISTRATION, AUXILIARY SERVICES, AND HAZARDOUS MATERIAL COORDINATOR – Alex Lebedeff, Director (ext. 6263)

Cynthia Banuelos, Purchasing Agent (ext. 6127)
Alex Pinarcik, Warehouse Receiving, and Delivery (ext. 6014)
Elaine Trujillo, Purchasing Agent/Contract Analyst for Bond (ext. 7567)

VICE PRESIDENT, STUDENT SERVICES – Milton Lang (ext. 6107)

Leigh-Ann Elizado, Executive Assistant (ext. 6262)

Student Accessibility Services (SAS) – (ext. 6079) -Ann Burdett – Director (ext. 6456)
Gage Rodriguez – Supervisor (ext. 6217)
JoyDawn Olla – Accommodation Specialist (ext. 6513)
Wendy Lin –Alternate Media/Assistive Technology Specialist (ext. 7373)
Stephen Yuen – Test Proctor (Newark Campus) (ext. 3156)
Marcie Avina – Program Assistant (ext. 6079)
Alynna Lozano – Program Assistant (ext. 6079)

**Full-Time Counselors**
Nan Zhou – Deaf Counselor (510-344-5603 – Video Phone)
Kara Catteivera – SAS Counselor

**Adjunct Counselors**
Rosa Burciaga – SAS Counselor (ext. 6526)
Stefanie Ellis-Gonzales – Deaf Counselor (510-344-5706 – Video Phone)
Jonathan Nicolas- SAS Counselor
Manija Ansari- SAS/Veterans Counselor

**Full Time Staff Interpreters (ext. 6217)**
CJ Perez
Stephanie Foisy
Regy Burdett
Tim Johnson
Anna Hernandez
Joe Magdaleno

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**FINANCIAL AID**
Trang Banh, Financial Aid Specialist II, VASCO
Shantell Lea, Financial Aid Specialist I
Minh Dinh, Financial Aid Specialist II
Wing Hung, Financial Aid Specialist I
OVERVIEW OF OHLONE COLLEGE

Thao Nguyen, Financial Aid Specialist I
Spencer Washington, Financial Aid Specialist I
Shawn Domingo, Financial Aid Supervisor

COUNSELING, STUDENT SUPPORT, AND STUDENT SUCCESS – Andree Thomas, Dean (ext. 6266)
Shawna Lujan, Division Administrative Assistant (ext. 6037)
Rosemarie Martinez, Student Services Office Assistant
Catherine Alfaro, Transfer Center Coordinator
Genesis Correa-Davila, Student Success and Retention Coordinator
Anthony Bernardo, Student Success, and Retention Coordinator
Marcus Shepherd, Student Success, and Retention Specialist

Full-time Counselors: Diane Berkland, Nadia Dadgar, Mike DeUnamuno, Jennifer Harper, Yvonka Headley, Mandy Kwok-Yip, Jesse MacEwan, Susan Myers, Stephanie Ramos (Transfer Center), Brenda Reynoso, Mzao Waters, Nan Zhou, Julie Navarro (Mental Health), Adela Kimball, Saba Gebre

Student Success and Support Programs: Adela Kimbell (Puente Program), Lenore Ferguson (Academic Standing), Brenda Reynoso (SEA Coordinator)

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES – Nancy Navarro-Leca, Director, EOPS/CARE/CalWorks, and Ombudsperson (ext. 7376)
Tina Tieu, Office Assistant III
Vacant, EOPS/CARE/CalWORKs Program Coordinator
Mzao Waters, EOPS/CARE/CalWORKs Counselor
Nancy Chieng, EOPS/CARE/CalWORKs Counselor

OFFICE OF STUDENT LIFE- Cristine Sidela, Director of Student Life (ext. 7311)
Jolene Ruiz, Student Life Coordinator (ext. 7311)
Elizabith Ramirez, Multicultural Center Coordinator (ext. 7524)
Alexandria Eoff, Student Life Office Assistant

INTERNATIONAL PROGRAMS
Kristi Radke, International Programs and Services, Director (ext. 6534)
Connie So, International Programs and Services Program Coordinator (ext. 6489)
STUDENT HEALTH CENTER
Swe Tun, Director/Family Nurse Practitioner (ext. 6258)
Interim Executive Director of Student Health: Sang Leng Trieu
Full-time Mental Health Counselor: Julie Navarro
Medical Assistant: Jessica Lopez
OVERVIEW OF OHLONE COLLEGE

https://www.ohlone.edu/campusmaps
### Key to Locations

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<td>Counseling</td>
<td>7, NC1312</td>
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<td>English Learning Center</td>
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<td>Equity, Inclusivity, &amp; Campus Diversity- Executive Dean</td>
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<td>Learning Resources Center (LRC - Library)</td>
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## DEPARTMENT/DIVISION OFFICE

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<td>Newark- Executive Dean</td>
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<tr>
<td>Social Sciences Division</td>
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<tr>
<td>Student Health Center</td>
<td>7, NC</td>
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<td>Student Life</td>
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<td>Student Services, Office of</td>
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<tr>
<td>Swimming Pool</td>
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<tr>
<td>Television Station (Broadcasting)</td>
<td>SC-B</td>
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<tr>
<td>Transfer Center</td>
<td>7</td>
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<tr>
<td>Veterans Affairs, Office of</td>
<td>HH</td>
</tr>
</tbody>
</table>

FP = Fremont Portable  
HH = Hyman Hall  
NC = Newark Campus  
SC = Smith Center

## ROOM NUMBERS

Fremont: The first digit designates the building number, the 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, the 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.

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 11 pm – 6 am 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. Additional common acronyms and abbreviations used at Ohlone College can be found at: http://www.ohlone.edu/core/acronyms.html#

ASCCC – Academic Senate for California Community Colleges
ASOC – Associated Students of Ohlone College
CC – Curriculum Committee
CCLC – Community College League of California
CSEA – California School Employees Association

DDAS – Deans, Directors, Administrative Staff

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

SAS – Student Accessibility Services

SEIU – Service Employees International Union

SOAR (pronounced sore) – Social Ohlone and Recognition Committee

UFO – United Faculty of Ohlone

WSCH (pronounced wish) – Weekly Student Contact Hours
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

• 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
  o 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.
  o 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. 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 on 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 it 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).
CLASS RELATED PROCEDURES

TEXTBOOKS/DESK COPIES

- From the Publisher:
  o 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:
  o If a textbook is needed immediately for an instructor, he/she may purchase a copy of the book from the Bookstore.
  o 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.
  o 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.

Refer to Appendix B for the District Policy on Prerequisites, Corequisites, and Advisories.
PASS/NO PASS OPTION
Courses may be offered in either or both of the following categories:

- Courses in which all students are evaluated on a "pass-no pass" basis.
- Courses in which each student may elect to take the course on a "pass-no pass" basis by submitting the required documentation to the Office of Admissions and Records by the deadline posted on the Academic Calendar.

A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of "pass-no pass" are omitted.

A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student who fails to perform satisfactorily will be assigned a "no pass" grade.

The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

Pass-No Pass courses and courses for which students have the option of Pass-No Pass grading are identified in the Class Schedule and catalog.

CREDIT FOR PRIOR LEARNING
Credit for prior learning may be earned by students who satisfactorily pass authorized assessments. The Superintendent/President shall establish administrative procedures to implement this policy in consultation with the Faculty Senate.

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 canceled.

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.
CLASS RELATED PROCEDURES

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
The Ohlone College community includes a large number of Deaf or Hard of Hearing people. These students enroll in:

- Classes that 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/ 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
- One of the best features of the Newark Campus is the number of informal learning spaces scattered throughout the main Newark building. Feel free to use any of the open spaces.
Fremont Adjunct Faculty Workspace

- At the Fremont campus, contact your Dean regarding the availability of Hoteling Offices for adjunct faculty.

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.

KEYS AND LOCKED CLASSROOMS

- Keys are needed for all classrooms on the Fremont campus. Call Campus Police Services (Fremont – ext. 6111; Newark – ext. 2311) if you need a room unlocked.
- Key Access Cards are needed to access the ACB and work with the iClass readers on the Newark Campus.
- The Key Access Cards will be produced and distributed by Campus Police located on the Fremont Campus in Building 20.
- 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.
- 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 before 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 backup 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 in. 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 of violating these standards, their rights of appeal, and the procedures to be followed in the appeal.
Enrollment Management

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 the 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.
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 ‘Login’ 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.

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<tr>
<th>WEBAVISOR SCREEN</th>
<th>WHAT YOU CAN DO ON IT</th>
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| 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 a 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 open space is available, WebAdvisor will perform the final qualification check and will not register students that have any of the following disqualifiers:
  o Course conflicting with another class on the student’s schedule
  o Failed a prerequisite that was in progress/not completed a prerequisite
  o Exceeded the number of times allowed to take a course
  o Student has registered in another section of the same course
  o Unit overload that would be caused by the course in question

• 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 are 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. [https://www.ohlone.edu/counseling/starfish/facultystaff](https://www.ohlone.edu/counseling/starfish/facultystaff)

- 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/](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 center 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 Math Learning Center is located on the third level of Building 3, 3404. The English Learning Center is located on the fifth level of Building 3, 3509.
- 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/

STUDENT ACCESSIBILITY SERVICES

The SAS office is dedicated to providing equal access and reasonable accommodation for educational and programmatic opportunities to students with disabilities on campus while promoting self-advocacy and independence. To schedule an appointment with an SAS Counselor, please call 510-659-6079 or email sas@ohlone.edu.

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 can 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. https://www.ohlone.edu/asoc
PEER ADVISOR ACADEMY
The Peer Advisor Academy is designed to provide outreach and retention services to future and current Ohlone students. Peer Advisors 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.
https://www.ohlone.edu/peeradvisoracademy

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.

I  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).

II  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.

III  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: - https://www.ohlone.edu/it
- 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**

To schedule the delivery or reserve audio and visual equipment, please submit a Media Services Request Form **at least 48 hours prior to your event**. This can be done using the [online form](#) or by coming to our office. View our [Audio/Visual Inventory](#).

The Media Center has more than 1700 videos intended for classroom use. The videos may be booked in advance and are available from the **Library circulation desk**. Students may borrow instructional videos for up to two hours.

**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.

**DUPICATING 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).

Requests for Central Duplicating can be submitted to: [ohlone.formstack.com/forms/duplicating_center_request_form](http://ohlone.formstack.com/forms/duplicating_center_request_form). If help is needed to complete the Duplicating Center Request Form, please contact the Duplicating Center (ext. 6211).

**Central Services Center – Fremont Campus**

**Hours of Operation**

Monday - Friday: 8:00 a.m. – 4:00 p.m.
Saturday, Sunday, Holidays: CLOSED

**Location, Telephone**

Fremont Building 16C
Duplicating Center/Mailroom: (510) 659-6211
http://www.ohlone.edu/org/centralservices/
SUPPORT SERVICES FOR FACULTY

Staff: 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 ½ 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

Mailroom provides 3 levels of service:

1. Quick Copy: Limited copies to cover emergencies and other unforeseen situations
2. Express - 1-day Service: Orders submitted in the morning will be delivered that afternoon. Jobs received in the afternoon will be ready the next morning.
3. 3-Day Service: This is the normal duplicating service. If help is needed to complete the Duplicating Center Request Form or questions need to be asked, a Duplicating / Mailroom counter clerk will help the customer.

Please follow these guidelines to assist us in completing your requests in a timely manner:

1. Microsoft Word and Adobe PDF files are preferred. If you are sending a Microsoft Excel file, please be sure to set the correct print area. We do not have time to modify files.
2. We cannot open any special application files.
3. All files/masters will be copied as submitted. Please take the time to proof all final documents.

All orders will be placed in your mailbox in Fremont or Newark as indicated on the duplicating form. If there needs to be any discussion on the various jobs for layouts, scheduling, etc., set up an appointment to see Duplicating personnel. Large and unusual requests must be scheduled in advance.

Newark Campus Duplicating
- Requests for Central Duplicating can be submitted to: https://ohlone.formstack.com/forms/duplicating_center_request_form.
- 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 Building 16C. 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 the 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

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

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 weekly or as needed. Any outgoing postal mail/inter-campus mail is picked up at that time.

Learning Resources Center

- **Library Collection**: The Ohlone Community has access to a curated collection of physical books, eBooks, textbooks, and additional materials. The library subscribes to a robust collection of general and subject-specific databases that provide full-text access to thousands of journals, magazines, newspapers, and streaming media. Visit the Ohlone College Library home page to discover the full range of resources available.

- **Research Assistance**: Reference librarians are available at the Fremont Campus, the Newark Campus, and virtually to help students locate resources for projects and assignments, answer questions about accessing online and physical library items, and to help students develop research skills. For reference assistance, email ask@ohlone.libanswers.com, or submit a question online via the green "Ask Us" chat button located on the front page of the library website.

- **Integrating Library Resources into Canvas**: Faculty are encouraged to integrate links to library resources within Canvas. Students can click on the links provided to go directly to high-quality, academic, licensed content in library databases. Visit the Integrating Library Resources into Canvas Libguide to learn how.
• **Reserve Service**: Faculty can have textbooks, books, articles, and additional materials placed on reserve at the circulation desk of the Fremont or Newark campus library/LRC. The library currently receives funding to purchase (by request) instructional materials, if available through the bookstore. An email detailing how to request a purchase for the reserve collection is sent to all faculty prior to each semester. For further information, go to the Course Reserves Libguide or call the Fremont library at (510) 979-6160 or the Newark Center LRC at (510) 742-3128.

• **Multimedia Items**: A collection of instructional DVDs is available through the Newark Center LRC and the Fremont campus library. Faculty may request items from either site for classroom use. In addition, the library subscribes to two collections of streaming educational videos covering most disciplines: *Academic Video Online (AVON)* and *Films on Demand*. Visit the Integrating Library Resources into Canvas libguide to learn how to embed videos into your course.

• **Library Instruction**: Faculty may arrange for librarians to provide course-customized library instructional sessions for their classes focusing on basic research skills, database searching, source evaluation, and other information competency skills in a given discipline. To schedule, a library instruction session submit a Request for Library Instruction. For further information call the Fremont library at (510) 979-6160 or the Newark Center LRC at (510) 742-3128.

**PROFESSIONAL DEVELOPMENT**

Goal 4 of the Ohlone College 2020-25 Strategic Plan is to "Ensure a supportive learning and working environment".

Formerly known as Staff Development, the purpose of Professional Development is to design and support professional development activities for faculty, classified staff, and management in order to provide a broad range of educational approaches and support services necessary to ensure that students achieve their highest potential.

Consequently, the mission of Professional Development is to support quality teaching, learning, and support services for all students by providing the necessary resources for employees to develop and fulfill career, personal, and professional needs and goals. Continuous professional development and training is essential to maintain highly qualified faculty and staff committed to serving the educational needs of student." Professional Development Committee Charter; revisions approved by Faculty Senate November 2000.)

Faculty Professional Development sponsors Faculty Flex activities and other employee programs. Professional Development funds support faculty and staff attendance at conferences and other professional development opportunities.

There are three professional development committees:

• ** Classified Staff Professional Development Committee**
SUPPORT SERVICES FOR FACULTY

- Faculty Professional Development Committee
- Managers and Confidentials Professional Development Committee

Contact Information

For further information about Professional Development activities, contact the appropriate coordinator or chairperson:

- Rebecca "Becky" Ozoa  
  Faculty Development Coordinator  
  rozoa@ohlone.edu

- Sandy Bennett  
  Classified Staff Professional Development Coordinator  
  SBennett@ohlone.edu

- Vacant  
  Chair of the Integrated Professional Development Committee  
  Chair of the Managers and Confidentials Professional Development Committee

Flex was approved by the UFO in 1994-1995. Instead of four teaching/instructional days, we now have 4 "flex" days for the purpose of professional development. If you are a full-time faculty member or counselor, you are obligated to 24 hours (4 days) of Flex activities. Each Flex day is six hours in length for a total of 24 hours. Each faculty member has a contractual requirement to complete all Flex hours by June 30 of each academic year. Faculty are paid for these four days of flex. Flex cannot be carried over from one year to the next.

What can be approved as flex is defined by the state (Title V) and the UFO contract. The Ohlone flex policy provides details: Faculty Flex Guidelines: ‘Flex’ at Ohlone College General Guidelines for Faculty Instructional Improvement Days) (PDF).

Flex can be defined as any professional development activity which promotes the improvement of instruction at the individual, the division, or the college level. Flex activities which promote the Learning College model and the District's Strategic Plan are encouraged. Note: Ohlone College committee work, search committee work, club advising, accreditation work, or Earth Day participation cannot be used as flex.

- Fixed Flex - Required days on campus. The Friday prior to the start of each semester is a required or Fixed Flex day.
- Floating Flex - Professional development workshops are offered on campus during Learning College week and throughout the year. Facilitators receive double flex credit. Attendance is recorded through sign-in sheets.
• Individual Flex - Individual professional development projects. For credit, faculty need to complete the Full-Time Faculty Individual Flex Proposal and Project Report Form and ask their Division Dean to sign the form and submit it to the Professional Development Coordinator.

Faculty Flex Attendance Forms

• Flex Activity Attendance Sheet (DOCX), (PDF)

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.

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.

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.

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, 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

The purpose of the Office of College Advancement is to increase the flow of information to the media and enhance media relationships; to increase public awareness and perception of the College, and to assist divisions and departments to market programs and events. We provide advertising, marketing, and relationship development to the community, the media, and potential students. We also provide information to the public about events, activities, and offerings at the College through press releases, the Ohlone College website, Events Calendar, posters, newspaper ads, postcards, and other materials.

The Office of College Advancement is here to serve the College. We encourage every department to use our free services. You may choose to do your own work independent of our Office. However, we ask that you consistently use the Ohlone College logo on your documents or other materials. These are available under College Advancement Downloads.
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](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](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: [https://www.ohlone.edu/hr/contracts](https://www.ohlone.edu/hr/contracts).

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.

If any adjustments 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.

ABSENCES / 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 voicemails (signmail for Deaf instructors) and email to ensure that someone gets the message in time to post a notice that class has been canceled. It is important to also let the Division Office know if there are any class instructions that need to be included on the notice.

1. 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.
2. 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.
3. 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 the 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. Although more frequent evaluations are possible if warranted, the standard frequency for part-time faculty at Ohlone College will be:

1. Once each year for 3 years for new part-time faculty, based on the semester of hire (including summer).
2. Once every 3 years for part-time faculty who have been granted re-employment preference.

For more information on Faculty Evaluations please refer to the UFO contract [https://www.ohlone.edu/hr/contracts](https://www.ohlone.edu/hr/contracts)

**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).

Article 5 of the United Faculty of Ohlone contract defines Academic Freedom, the rights and responsibilities for members with regards to speech, and the limitations of the District with regards to monitoring and inspection of electronic communications and files involving District devices or networks. The complete contract can be accessed at: [https://www.ohlone.edu/hr/contracts](https://www.ohlone.edu/hr/contracts)
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:
  - 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.
  - Class Participation: Tell students how many times per week they must log in and comment/post/etc. to maintain good standing in this course.
  - 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:
  - 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.
  - How to find and submit assignments, tests, exams, etc.
  - Check the discussion area frequently and respond to questions appropriately.
  - 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: https://websitebuilders.com/how-to/lesson-plans/netiquette/
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 students 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.

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: https://www.ohlone.edu/studentservices/studentcodeofconduct

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 should you have any technical issues, you can contact IT Services for assistance at https://www.ohlone.edu/it

Each student will be notified via an email account with the login and password for his/her class account. Instructions for how to log in 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 SAS.
APPENDIX B – OHLONE COLLEGE ADMINISTRATIVE PROCEDURE (AP) 4260 ON PREREQUISITES, COREQUISITES, AND ADVISORIES

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

- The College shall provide the following explanations both in the College Catalog and in the Class Schedule:
  - 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.
  - 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.
  - 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

- 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

- 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:
  - Establish prerequisites, corequisites, advisories on recommended preparation, and limitation on enrollment pursuant to Ohlone Administrative Procedure (AP) 4260.
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.

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.

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

• 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

• 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 a 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:
- **Probation**
  - **Academic Probation:**
    - 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.
    - A student (on academic probation) who achieves a cumulative GPA of 2.0 or higher shall be removed from academic probation.
  - **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%.

- **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 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.

- **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 aids, cochlear implants, and/or lipreading. 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
  - Use a real-time captioner
  - 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

A. Interpreters are strictly there to interpret 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.
B. 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 interpreting process.
C. 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.
D. 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

1. 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.

2. Speak clearly and naturally. Don't exaggerate your mouth movements, speak louder than normal, or direct additional attention towards a Deaf/HOH 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

1. 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.

2. Provide advance copies of lecture notes, technical terms, handouts, 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 interpret the class content.

Seating Arrangements

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

Interpretation

- Be mindful of "lag 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 videos, 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 Student Accessibility Services (SAS) at (510) 659-6271.

- When sharing slides during your lecture, please pause between slides so that the slide can be read. It is physically impossible for the Deaf student to watch the interpreter and read the slide at the same time and the student is then forced to make a choice as to which to attend to, resulting in missed information.

- 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 SAS.
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:

- Field trip requests must be submitted to the Dean two weeks before the departure date. Completed forms with signatures must be in the hands of the instructor before departure. Please indicate if an interpreter will be required.
- No field trips should be taken before the close of the late registration period.
- The faculty member is responsible to be present during the entire field trip.
- 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).
- 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):
  - Student passengers should not be assigned to specific cars.
  - Student passengers should arrange for their own transportation.
  - Student drivers shall not be compensated for use of vehicles or gas.
APPENDIX F – DISTANCE EDUCATION

Distance Education Definitions

Online Class

A fully online class is entirely conducted on the Internet. Weekly interaction with course content is expected. Students should log on to the learning management system, Canvas, on the first day of class. There are two types of fully online courses: asynchronous and synchronous.

- An **asynchronous** online course will have no live meetings (virtually or in-person). Weekly interaction with course content, the instructor, and classmates is expected and interaction is conducted according to the student's weekly schedule. You can expect to have regular, usually weekly, interaction requirements, assignments, and deadlines.

- An **Asynchronous** online course includes required live sessions conducted via Zoom. Students meet with the instructor during a specified, scheduled day and time. Course delivery follows the traditional classroom model in real-time similar to what you would experience in a face-to-face class. Students should refer to the schedule of classes for the class meeting dates and times.

Hybrid Class

A class that has both online and in-person formats. A student taking a hybrid course will need to come to campus on specified dates. Students should refer to the schedule of classes for the class meeting dates and times.

Web-enhanced class

A Web-enhanced class is scheduled as a traditional on-campus class and utilizes the Internet to access a Course Management System, where additional course information can be found.

**Note to Faculty:** Fully online and hybrid courses require the approval by the Distance Education Committee of an addendum to the Course Outline of Record prior to being offered via Distance Education. Web-enhanced classes do not reduce face-to-face meetings and do not require additional approval.

Teaching Resources

For the most up to date information about **faculty training sessions** for Zoom and Canvas, please go to the eCampus website - Remote Instruction Support - Faculty

Best Online Teaching Practices and Tips

1. Email Robin Kurotori at rkurotori@ohlone.edu (link sends e-mail) to be added into the Online Faculty Teaching Resources and the Learning College Week Canvas courses.

2. Check out the California Community Colleges Online Education Initiative (OEI) rubric.
3. Explore Santa Rose Junior College's Distance Ed: Teaching Tips Video Series

Training to Teach Online

The Ohlone College eCampus Team offers ongoing workshops and webinars that range from 1 hour to several weeks in duration with various online teaching and learning topics. Please check the eCampus website for additional information.

The California Community College Online Education Initiated offers a FREE Course Design Academy that both full and part-time Ohlone College faculty are permitted to participate in. As a participant in the Course Design Academy, you receive confidential feedback and course design recommendations, support from a Canvas Course Design Specialist (CCDS) to assist you with applying your feedback, and assistance from Accessibility Specialists to make your course fully 508 compliant.

The @One project funded by the CCC Chancellor’s Office offers trainings related to a variety of online teaching topics, including course design skills, strategies to increase student success and retention rates, and ways to better use your existing course management system. Faculty may use their professional development funds to help pay for these workshops. Please email Professional Development Committee Chair Rebecca Ozoa (rozoa@ohlone.edu) for information about using professional development funds for online training courses.

A. Desktop webinars
B. Online courses (including self-paced or instructor-led options)
C. Online Teaching Certification Program.

The Learning to Teach Online project was developed by COFO Online, an academic unit at the College of Fine Arts, the University of New South Wales, Sydney Australia. The more than 50 video and pdf-based lessons focus on specific topics related to online teaching strategies from many different disciplines and provide tips and strategies for both novice and experienced online teachers. They’re free through iTunes.

Captioning Resources

There are several captioning options available to faculty teaching online:

- Please see the general captioning information and captioning request forms
- Distance Education Captioning and Transcription Grant (DECT). This grant is for captioning materials for online or hybrid classes, or materials for digital learning repositories. Please contact Ann Burdett at aburdett@ohlone.edu to see if your materials qualify.
- Canvas Studio is a free resource within Ohlone College's instance of Canvas that will allow you to create your own videos, or upload existing videos to which you own the rights, and request captions. Please watch the eCampus Weekly Update for the next Canvas Studio training.
3C Media Solutions provides CCC administrators, faculty, and staff resources to store and share media. You can complete the application for captioning using the DECT grant on the 3C Media Solutions site after you have uploaded your video. Processing time is between 2 and 3 weeks. Many thanks to Isabel Reichert, MM/GA faculty member, for this outstanding Tutorial on 3C Media Solutions Video Upload and Captioning Process.