SAN JOAQUIN VALLEY COLLEGE

2011
FACULTY HANDBOOK

TABLE OF CONTENTS

LETTER FROM THE PRESIDENT & CEO

To our new faculty member:

We extend our most sincere welcome to you as you accept your new role. From our perspective, there is one primary reason you are here. We saw something in you which reflects something we carry within ourselves - a steadfast commitment to students.

Our faculty are the infrastructure for *San Joaquin Valley College's* success; a success measured in the strength and delivery of our curriculum, the preparedness of our students to enter their chosen fields and the contribution our graduates make to our community's business and industry. Our highest expectation as educators is to impact the lives of our students in such a way as to prepare and inspire them to touch the lives of others in the course of their careers. Please join us in that promise and toward that achievement.

The framework of this commitment is provided within this handbook. Distilled into this handbook are decades of educational and operational wisdom, which addresses our joint responsibilities for campus governance, academic freedom, effective teaching, professional development and constituent service. It includes a description of the multiple duties and opportunities you have as a member of the faculty to exercise leadership and responsibility. It does not dictate that which you already realize: to reach the highest potential of your professional scope, you must provide the passion. Please find it within yourself and share it generously.

You have the opportunity at *SJVC* to distinguish yourself as a leader among leaders in an environment characterized by professional and ethical behavior and free from discrimination. You are further invited to contribute to that which fosters the ideals and behaviors upon which *SJVC* has built its success.

Our partnership will complement the work and the joy before us: to provide the best career opportunities for those individuals who come through our doors in hopes of a better life for themselves and their families. Thank you for becoming our partner in this rewarding endeavor.

Mark A. Perry
President

Michael D. Perry
Chief Executive Officer

MISSION STATEMENT

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. *The College is committed to the success of every student.*

Approved by the Board of Governors July 2008.

Core Values

As a premier leader in career-focused education, SJVC values an education and employment environment which promotes:

Success – The College Community is committed to the personal, academic, and professional success of its students, employees, and graduates by providing high-quality education programs, instruction, professional development opportunities, support services, and guidance.

Integrity – The College Community expects personal and professional integrity in the fulfillment of its mission.

Excellence – The College Community sets excellence as a standard in all areas of operation.

Diversity – The College Community celebrates and embraces diversity; emphasizing inclusion and open dialogue.

Community Involvement – The College Community encourages and supports student and employee involvement in their respective communities to mutually enhance civic, personal, and intellectual development.

Lifelong Learning – The College Community fosters an environment where students and employees actively pursue lifelong learning.

Adopted by the Board of Directors September 2009.

PURPOSE OF THE FACULTY HANDBOOK

The purpose of this handbook is to provide you with a quick reference to information useful in working with students, meeting your professional responsibilities, taking advantage of College resources and activities, and professional development. You are encouraged to read copies of official College documents to supplement this guide, particularly the College Catalog, Student Handbook, and Employee Handbook.

Any suggestions for the handbook should be forwarded to: Sumer Jackson, Director of Instruction, 801 S. Akers St., Ste. 150, Visalia, California 93277.

SJVC's distinction in higher education is maintained by the faculty's leadership in delivering the highest standards of instruction and superior service to students. The success of **San Joaquin Valley College** is due largely to the excellent faculty members employed by the College, and we thank you for your invaluable contributions.

SECTION 1
FACULTY PURPOSE & GOVERNANCE

San Joaquin Valley College is dedicated to providing educational programs which meet the highest standards of quality and provide the training and skills required to compete in today's workforce. A trained, competent, and professional instructor is the first step in achieving this goal.

While teaching effectiveness is the principal criterion for the selection of faculty, knowledge of the subject matter or service to be performed is the foundation. Discipline expertise is essential as faculty members are responsible for curriculum development and assessment of student learning through the Program Review process.

Minimum faculty qualifications at San Joaquin Valley College establish standards which assure that faculty are qualified by academic background and experience to carry out their institutional and program responsibilities and contribute to the mission and goals of the College.

FACULTY PARTICIPATION IN THE COLLEGE GOVERNANCE SYSTEM

It is the policy of SJVC to involve its faculty in college governance.   Participation in college governance is achieved through the following mechanisms:

- Attending campus and faculty meetings
- Participation in the biennial Instructional Program Review process
- Attending Curriculum Conferences
- Serving as a faculty representative on program-specific Advisory Boards
- Participation in various campus and institutional surveys
- Participation in campus focus groups
- Attending designated campus wide meetings with Campus Administration and/or Executive Council member(s)
- Submitting ideas or recommendations for improvement directly to Division Manager, Campus Deans, Campus Director or Director of Instruction
- Participation in the Institutional Self-Study process

These mechanisms are available to assure that your interests, feedback, and suggestions are submitted through the appropriate channels. Any input you provide through these mechanisms will be given reasonable consideration in the formulation of the College's decisions and plans.

As a valued member of the college community, please avail yourself of every opportunity for participation in the governance process and partner with us to effect positive change and fulfill the College mission.

SECTION 2
POLICIES & PROCEDURES

INTRODUCTION

San Joaquin Valley College hires faculty who are academically and professionally accomplished. As such, your commitment to higher education and student success, combined with years of practical experience as working professionals, provides students a breadth of knowledge that heightens the overall classroom experience.

INSTITUTIONAL STUDENT SUCCESS PLAN

SJVC is committed to supporting each student in their journey, beginning in marketing, where content is assessed by students and employees to assure it accurately represents the programs and conditions for application and to provide input for new marketing campaigns.

SJVC's vision continues as a potential student visits the campus and is assessed and guided towards the appropriate educational opportunity aligned with their career and life goals. In order to start class on the first day, each student must have completed the entire enrollment process and attended orientation. All first module/term faculty are required to participate in the orientation process to begin building the rapport necessary to guide students toward success. The admission advisors continue to encourage the students through their first module and offer additional support while adjusting to college life. The student experience is enhanced further through the Career Services Department. Career Services Representatives are assigned to students within the first week of enrollment and make contact with the student shortly after enrollment and continuously thereafter throughout the course of the student's time at **SJVC**. Unique to **SJVC** are the myriad of support services offered to students. Students choose to attend **SJVC** for its unwavering pledge to academic excellence and its celebration of student success.

SJVC has established two standards for student retention: 1) the percentage of students to graduate as scheduled will not fall below 65%, and 2) the first term drop rate will not exceed 15%.

The first term (15 weeks) for each program is considered the most vital component toward college life adjustment. The methodology of teaching and delivery of course work is focused on engaging learning experiences while offering tutoring and resource center support targeted on the success of the first term student.

All employees at **SJVC** are charged with the responsibility of upholding the commitment to student success. Each stage of the educational experience for students should be met with support and recognition to guide the students toward success. With this type of commitment to students, **SJVC** employees can truly say, "Student service and satisfaction is our top priority!"

TEACHING ASSIGNMENTS AND WORK SCHEDULES

Teaching assignments and schedules are the cornerstone of **SJVC's** relationship with its faculty and students. Schedules will be determined by the Academic Dean or your respective Program Director/Division Manager. A varying work schedule may be necessary due to the fluctuations in student needs and business necessity. In addition, part-time and intermittent teaching assignments are not guaranteed as schedules vary and class assignments may not always be available. As an alternative to reducing the number of courses assigned to teach in a given module, the Academic Dean may assign faculty to team teach or to assist another faculty member with a particular teaching assignment. Assignments are made and communicated in accordance with these philosophies:

- Faculty will be matched to course and student learning outcomes based upon their career experience, education, licensure, and certification. Teaching assignments are posted on Academic Info in InfoZone which provides the opportunity for faculty to participate in meaningful discussions regarding this essential component of their employment.

- Faculty will be assigned the appropriate number of courses needed to satisfy the definitions of full and part-time employment.

EMPLOYMENT STATUS

Faculty is classified as either exempt or non-exempt. Exempt faculty (full-time) teaches two or more courses per module and is salaried. Non-exempt faculty (part-time) teaches one or two courses per module and is paid according to hours worked. Part-time faculty must get prior approval from their supervisors for any additional hours worked outside of their normally scheduled work hours. Online faculty are paid per course, in accordance with the signed Course Instructor Agreement. (Please see course contract for details.)

WORK SCHEDULES

Faculty work schedules are described below according to employment status. Please note that faculty contact time varies in the linear programs. Contact and preparatory time for online faculty will be allotted in accordance with their signed contract.

Status and schedule	Contact time	Prep time	Paid break	Required unpaid meal period	Total hours
PT1*	2.25	.75 hrs			3.0 hrs
PT 2* [AM, PM or Eve]	2.25+2.25	1.5	25 minute paid break	30 minute unpaid meal period	
PT 2* [course in 2 different sessions]					
A) AM+PM courses	2.25+2.25	1.5	30 minute paid break	30 minute unpaid meal period	6.5
B) PM+EVE	2.25+2.25	1.5	15 minute paid break	30 minute unpaid meal period	6.25

*Time required for part-time faculty to attend faculty meetings is paid in addition to contact and prep time.

SUB PAY

Exempt faculty will be paid "sub pay" at the rate of $50.00 for each 2 hr. and 10 min. course taught, according to the guidelines reflected in the table below:

Total Number of Regularly Scheduled Courses per module	Total Number of Classes Substituted	Sub Pay
2	1	No
3	1	Yes
2	2	Yes[1]

Non-exempt faculty who serve as a substitute will be paid their hourly rate for the total time spent substituting. If part-time faculty substitutes *in lieu* of their regularly scheduled classes, they are ineligible for additional compensation.

---

[1] Sub pay will only be paid for each two hour class taught in addition to the three reflected in the table (2 regularly scheduled courses + 1 substitute course).

ON-GROUND CLASSROOM CONTACT HOURS*

Contact hours for on-ground exempt faculty are as follows:

7:15am- 9:25am
9:50am-12:00pm
12:30pm-2:40pm
3:05pm- 5:15pm
5:30pm-7:40pm
8:05pm-10:15pm

*Classroom contact hours vary in the linear programs.

ADDITIONAL CLASSROOM RESPONSIBILITIES

In addition to contact time, faculty are required to designate time for:

- Curriculum preparation
- Tutoring
- Skills labs
- Student advising
- Absence contacts
- Attendance, grades, and attendance documentation

FACULTY MEETINGS

Faculty are required to attend and participate in the following meetings:

- Faculty meetings are held on a quarterly basis and are facilitated by the Academic Dean

- Staff meetings are held on a quarterly basis and are facilitated by the Campus Director

- Departmental meetings are held on a regular basis and are facilitated by the Division Manager or Program Director

Vital information and training are presented and discussed at these meetings, such as new policies/procedures, campus activities, professional development opportunities, and announcements, etc. You are expected to come prepared for all meetings by reviewing the agenda, bringing any necessary materials and arriving on time.

CURRICULUM MATERIALS AND RESOURCES

The College has developed a wealth of resources to provide faculty with the standards, guidelines, and materials to successfully teach a course. Following is a description of the various materials and resources available to support the curriculum and teaching process.

If you have questions that are not addressed in this section, please see your respective Program Director or Division Manager.

INFOZONE

The College's portal website, InfoZone, provides access to information and resources for faculty and students alike. (For detailed information, please refer to the **College Catalog** and **Student Handbook**.) For faculty, InfoZone is the pathway for access to the following primary resources:

1. **Academic Info:** The College's web-based Student Information System is "CampusVue." This is the location where faculty will enter attendance, grades, and student advising comments.

2. **eCourses:** *SJVC* utilizes the eCourses online learning program which provides faculty access to essential course-specific information and a variety of learning resources to enhance the teaching/learning experience. Following are some of the features available to faculty via eCourses:

- Access to Course Curriculum (course outlines; syllabus template; sample syllabi with daily topics; test banks, including mid-course and final exams; course-specific assignments/projects; grading rubrics, and much more). Any additional curriculum material developed by faculty should be uploaded to the eCourses Learning Object Repository.

- Ability to create a Turnitin Drop Box

In addition to the above, faculty may access their Gradebooks via eCourses. A gradebook is created for every course and includes pre-formulated grading components. Gradebook features both online and off-line grading capabilities, a user-friendly spreadsheet view and automatic grading options.

The following procedural sheets are provided in the Appendix of this handbook: 1.) ACCESSING CURRICULUM FROM eCourses, 2.) HOW TO ACCESS YOUR eCourses, and 3.) eCourses TIP SHEET.

COURSE OUTLINES

The College has developed course outlines for every course taught at *SJVC*. Course outlines communicate the College's minimum expectations of the materials to be mastered in a given course, including the expected Student Learning Outcomes (SLOs) for completion as well as the Unit Objectives to get to the final outcomes. The current, approved course outlines are available to you via the eCourses repository.

SYLLABI

A syllabus is your road map to how the class will flow, and is a required document for every course. A syllabus is given to students so they can have a guide and plan accordingly. To create a syllabus,

you need to use the SLOs and objectives from your Course Outline to form your plan to accomplish the standards. To assist you with this process, the College has developed a syllabus template, available via eCourses, which demonstrates the standard content required in every course syllabi. (The syllabus template is also provided in the Appendix to this handbook.) Also available are sample syllabi created by other faculty members. Specifically, course syllabi must include the following content:

- Course title and units

- Student Learning Outcomes (numbered not bulleted)

- Course description

- Textbook title, author and edition (a graphic of textbook cover may be added)

- Specific days and times of class meetings

- Total course points, grade categories and standardized grading scale (see pages 13-14 for more information)

- Institutional Classroom Standards

- Professional font (e.g. Verdana or Arial 10 pt.)

- Positive language

The following standard sections are to be added by faculty:

1. More than one method of faculty contact

2. Advising times

3. Specific daily objectives, assignments, assessments, due dates and corresponding SLO's in the provided calendar format

Any additional information must be approved by your respective Division

Manager or Program Director (e.g. graphics, color, wording, and quotations)

An important note about copyright: Please take into consideration, that while the College encourages its faculty to enhance the teaching/learning experience by incorporating additional information or resources into the curriculum, faculty must be aware of and adhere to laws protecting the copying right and use of external resources. For more information, please refer to the, "Copyright and Fair Use in the Classroom," publication accessible through the InfoZone Document Center.

Remember: Your syllabus is a reflection of you as an instructor and the course you will be teaching. It is the basis of a student's first impression of you and the course. You should use this opportunity to create a sense of excitement in your students about the course. Please remember that beginning school or a new course can be a stressful and anxious time for students. The first week should be viewed as a transition period for adjustment to the rigor of the course. Lectures, homework and quizzes, while important, should be secondary to group interaction, hands-on activities, and study

skill techniques to build an academic foundation and increase confidence.

Course syllabi must be uploaded to eCourses one week prior to the first day of the scheduled course for review/approval by the Division Manager or Program Director.

On the first day of the course, you are expected to review the syllabus and course requirements with students. Any questions that students may have regarding the syllabus should be answered during this time.

SOFTWARE
SJVC prides itself on providing students and faculty with modern and career-specific software applications to support the teaching/learning process. Proposals for software acquisition or updates may be submitted to your respective Division Manager/Program Director who will facilitate the software request process. All software changes will be evaluated by the Information Services department for support and compatibility.

Please note that only approved and licensed software may be used in the classroom or to support instructional duties.

APPROVED TEXTBOOK LIST
Textbooks are standardized across the institution and listed on the Approved Textbook List (ATL). Instructor requests for new textbooks must follow the textbook proposal process. Textbooks are intended to supplement the teaching of SLOs rather than guide course instruction. Therefore, the depth and breadth of the use of the textbook is dependent on instructor discretion.

ANCILLARY MATERIALS
Ancillary materials are available to support classroom instruction and may include the following:

- **eCourses Repository:** Each course has a Learning Object Repository (LOR) in eCourses. Resources like course outlines, syllabus templates, PowerPoints, assessments, activities, projects and rubrics may be found in the LOR. Access to course LORs can be accessed through the following path: Infozone>eCourses>Curriculum Repository>Program>Program of Interest>Course of Interest. Faculty are encouraged to share exemplary curriculum resources by submitting content to the curriculum department through eCourses.

- **LIRN (Library and Information Resources Network):** LIRN is an online library collection of a number of instructional materials and resources. LIRN provides access to over 60 million journal articles, books, encyclopedias, newspapers, magazines, and audio and video clips. LIRN is accessible from the links tab on the InfoZone homepage. A procedure sheet is provided in the Appendix to this handbook with information on how to conduct a LIRN search. For more detailed information, please contact your campus Library Coordinator.

- **Publisher Materials:** DVD's, PowerPoints, and supplemental teaching aides may be available through textbook publishers. Please see your respective Division Manager/Program Director for information on accessing publisher resources.

- **Equipment:** Equipment has been selected to support the course and program learning outcomes and should be in proper working order. If equipment is in disrepair, please submit a ticket through the Request Tracker System. (Request Tracker process is discussed below in **"Teaching Supplies."**)

ASSESSMENTS
Assessments include, but are not limited to, quizzes, tests, exams, skill demonstrations, projects and presentations. Assessments may be available through eCourse's Learning Object Repositories (LORs), eCourse's question banks, Division Managers and/or Program Directors and other faculty members. Faculty are expected to administer assessments evaluating student learning outcomes (SLOs). Evidence of SLO achievement may be collected through assessments administered through eCourses.

RUBRICS

Faculty are expected to use rubrics for grading purposes, when appropriate. Frameworks for rubrics are available in the eCourse's Learning Object Repositories.

TURNITIN
TurnItIn is a web-based product which checks paperwork for originality and generates a report of its findings which identifies any instance of improper citation or potential plagiarism. TurnItIn is accessible via eCourses and should be used as a faculty teaching tool as well as a student learning tool for the purpose of identifying and correcting the cause of plagiarism. While TurnItIn is to be used primarily as a teaching/learning tool, **SJVC** does not and will not tolerate purposeful and continued plagiarism. (Please refer to College policy on **Academic Honesty** published in the **College Catalog**.)

Procedures for utilizing the TurnItIn software are available in the Appendix. (See **"HOW TO CREATE A TURNITIN DROP BOX IN YOUR COURSE"**)

FIELD TRIPS
Field trips provide opportunities both for connecting theory and practice and for experiencing the physical and social realities which are the subject matter of **SJVC** programs. **SJVC** will take steps to foster field trip safety while at the same time recognizing the inherent risks. The College's approved policies and procedures pertaining to field trips may be accessed at: InfoZone/Document Center/Field Trip Forms.

GUEST SPEAKERS
Please see your respective Division Manager or Program Director for a list of potential guest speakers for the various programs. You are encouraged to network in the field to bring in additional expertise into the classroom.

TEACHING SUPPLIES
Each campus has a supply room where you may obtain general office and

teaching supplies. Requests for particular teaching supplies (i.e., transparencies, CD's, folders, dry erase markers, etc.) to support your instructional needs must be submitted electronically by utilizing the Request Tracker System on InfoZone. To access Request Tracker, click on Facilities which is located on the Departments link. You will be automatically routed to the Facilities website which lists the Request Tracker email addresses for all **SJVC** locations. The website also has a "**Request Tracker Quick Access Request for Supplies & Services**" link which will route you to the websites of the vendors the College uses to purchase office supplies.

CLERICAL SUPPORT

Contact your respective Division Manger or Program Director to request clerical support.

COPY CENTER

A copy machine is available at every campus for instructional use. Large copy requests may be submitted to CopyCenter@support.sjvc.edu at least two weeks in advance in order to ensure the copies will arrive in time.

TECHNICAL SUPPORT SERVICES

Technical Support is available to assist with your technical needs. Technical Support Services may be reached at (800) 530-7244 or TechSupport@sjvc.edu. Following are the hours of technical support availability:

Mon. – Thurs.
7:00 A.M. – 10:00 P.M. (PDT/PST)
Fri.
8:00 A.M. – 5:00 P.M. (PDT/PST)
Sat. – Sun.
8:00 A.M. – 5:00 P.M. (PDT/PST)
Closed Holidays

LIBRARY AND LEARNING RESOURCE CENTER

Every **SJVC** location features a Library and Learning Resource Center ("LLRC"). The

LLRCs provide instructional materials which support the curricula taught at **SJVC**. Through the LLRC you have access to reference materials (including LIRN = Library and Information Resources Network), fiction and non-fiction books, periodicals, videos, newspapers, copy machines, and additional in-class learning resources which support the requirements of the program's offered at the College.

ADDITIONAL INSTRUCTIONAL SUPPORT

Student Center: Student Centers are housed on each campus to support classroom instruction and assignments for both inside and outside the classroom learning. The Centers are based in computer labs or in the LLRC and are staffed by full-time College personnel. The Student Centers are available during all hours of classroom instruction, Monday

through Thursday. Student Center Coordinators may provide tutoring to students in general education courses and assistance in the administration of the MyLab assessment tests and study plans. The MyLab programs create personalized study plans for students based upon the scores they receive on math and English assessment tests taken through the programs' website. The study plans consist of a series of progressive exercises that will help students master the skills

and concepts needed for success in their college courses. Students have access to these services through any computer with internet connection.

You are strongly encouraged to utilize the Student Center, and work with the Center Coordinators to broaden your own classroom assignments and student experiences.

Clubs: The College recognizes the importance of campus clubs and organizations to students' academic success. You are encouraged to promote student involvement in campus clubs and/or activities to enhance their overall college experience and reinforce classroom curriculum, where appropriate.

Please refer to the Student Handbook for a list of the active clubs and organizations at your respective campus location.

Career Services: The Career Services Department offers a wide array of employment-related services, which include:

• Interviewing techniques
• Resume preparation and development
• Job search assistance and techniques
• Job leads

The provision of Career Services begins on the first day of a student's enrollment.

Faculty plays an important role in fostering the relationship between the student and Career Services staff. You can expose students to the Career Services Department by arranging to have personnel from Career Services present in your classroom. You should encourage students to utilize the services provided through this Department. Incorporating a good balance of job readiness skills and training in the classroom environment will help students to develop into well-prepared and employable graduates.

Career Services information may be accessed via InfoZone as follows: InfoZone/Departments/Career Services.

CURRICULUM MODIFICATION AND TEXTBOOK SELECTION

Suggestions for improvement are always welcome.

The procedure for change to curriculum, textbooks, and software is as follows:

- Curriculum modifications and textbook/software selections are discussed first on the campus

- Faculty members should discuss suggestions for change with their respective Division Manager or Program Director. A primary consideration to always keep in mind is how change affects student learning outcomes (SLOs).

- An on-campus meeting with program faculty may be arranged by the Division Manager or Program Director to discuss the suggestions. The faculty member suggesting the change will be asked to participate in this discussion and, possibly, in subsequent assessments.

- A proposal form is completed and submitted to the Curriculum Technician.
(InfoZone>Departments> Program Review).

- The proposal will follow the procedure as outlined in the Program Review handbook.

PROGRAM REVIEWS

Program reviews is a faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic program. The process brings together key stake holders to evaluate a wide range of data about the program in order to reflect on student learning. Upon concentrated analysis of the data portfolio, stakeholders use the results to construct plans for program improvement and enhancement.

Program Review is conducted formally at least once every two years for each program and cross-discipline program (General Education). Each Program Review will follow an agenda that includes three Program Review process areas described below along with input obtained from faculty, Advisory Boards, student surveys, employer surveys, and accrediting bodies.
For more information refer to the Program Review section (InfoZone > Departments > Program Review).

Textbook Change:

Program stakeholders proposing textbook changes are to submit a Textbook Change Portfolio that includes a completed ***Textbook Change*** proposal form and required support data to the Curriculum technician at least 90 days before the preferred implementation date. Forms are located in the Program Review area on InfoZone (InfoZone > Departments > Program Review).

For more information on textbook changes, please refer to the Program Review Handbook.

STANDARDIZED COMPONENT GRADING

The College utilizes a standardized component grading system. Component grades show how many points are possible in each component of the course. Following is an overview of the component grade standards:

- Typically, each course has a credit unit value based on the amount of time spent in lecture and laboratory. For each credit unit, there are 100 points possible.

- The student earns points in these component parts of the course, as applicable: homework/projects, skills, quizzes, and exams.

- The syllabus includes standardized component-grading information which identifies the percentage possible in each component of the course and any skill performance required as a prerequisite to taking the final exam. You should encourage your students to monitor their progress throughout the course by checking their graded assignments and overall course grades posted in eCourses.

As discussed above, course syllabi must include the total points possible in the course, a breakdown of the total points possible in each component of the course, and the College's standardized grading scale. Upon completion of a course, the total points earned are divided by the total points possible. The percentage grade is converted to a letter grade using the following scale:

90 - 100%	=	A
80 - 89%	=	B
70 - 79%	=	C
65 - 69%	=	D
Below 65%	=	F

It is College policy to round up to the next whole number when calculating grades, i.e. 89.5% = A.

GRADING POLICIES

The following grading policies and conditions are to be used in all classes with the exception of any program specific grading standards:

- Faculty will establish the deadline for all homework and project assignments. If accepted, late homework or course projects are subject to a maximum penalty of 10% point reduction from the points earned (per late assignment or project).

- If applicable, faculty may require students to successfully complete skill demonstrations as eligibility to take the final examination.

- If a student is absent on the day of a mid-course or final exam, the student must make arrangements to take the exam within three class days. Late exams are subject to a 10% point reduction.

- Professional development areas of the component grade may be used for behaviors such as tardiness, absences, attitude, and professional attire infractions. You are cautioned to use consistency in applying these subjective sanctions.

- Points for extra credit are not included in the component grading system.

- Points are not to be deducted or added for faculty preferences not reflected in course syllabi.

STUDENT RECORD KEEPING: ATTENDANCE AND GRADES

Student Database
SJVC's electronic student database may be accessed through the Academic Info tab (hereinafter "Academic Info") located on InfoZone. The student database contains information on any event that occurs in the life of a student, such as attendance records, grades, financial aid information, record of disciplinary action,

etc. Faculty members are required to post attendance and grades and enter all student advising comments in Academic Info. A good rule of thumb to remember is that if an event is not documented in Academic Info, it did not happen.

The following sections address your role and responsibilities in maintaining an accurate student database and in initiating contact with students who have been absent from class and in reporting student attendance on a daily basis.

UPDATE OF STUDENT INFORMATION
Any change in student information (phone number, address, etc.) should be reported to the Registrar's Office immediately upon discovery.

To assure routine inquiry regarding student information:
Day One of the course, ask students if they have moved or changed phone numbers in the last five weeks. If so, you should advise the student to submit a change of information request to the Registrar's Office. This may be accomplished either by:

1.) Having students submit requests to change their contact information via Academic Info, or

2.) Having students go directly to the Registrar's Office to submit their change in contact information.

ATTENDANCE REQUIREMENTS
The College's attendance requirements for on-ground and online students are provided below.

On-Ground: Students will be terminated from their program of study if they miss 12 or more consecutive scheduled class days. (Please refer to the **College Catalog** for further information.)

Online: (Please refer to the Online Attendance/Participation Policy for additional information on attendance requirements for students enrolled in an online program.)

ATTENDANCE REPORTING
Faculty members are required to record student attendance within one hour of the last class taught for the day. (A procedure sheet explaining how to record student attendance in Academic Info is provided in the Appendix.) You must record the reason for the students' absence, tardiness or early departure in the Academic Info comments section. (Described in full in the following section.)

In addition to the above, you are required to:
- Initiate absence contacts (phone calls, text messages, email, etc.)

- Document all student contacts in Academic Info.

Attendance reporting must be done accurately. Errors may result in late student refunds putting the College at extreme risk. If an attendance error is made, contact the campus Registrar with the correct information immediately.

Attendance reporting procedures are provided in the Appendix. (See **ENTERING ATTENDANCE THROUGH ACADEMIC INFO**)

RECORDING STUDENT ADVISING COMMENTS

Faculty are to record all student advising comments in the Academic Info Contact Manager. Following are the most common types of activities faculty are to document in Academic Info:
- Incoming/Outgoing Attendance calls

- Student Absence Notification
- Student Advising – Academic

- Student Advising – Professional Conduct

- Student Advising – Attendance

- Tutoring

For step-by-step instructions on entering student advising comments, please see the **ACADEMIC INFO/CONTACT MANAGER** procedure sheet provided in the Appendix.

GRADE REPORTING

It is expected that faculty will keep students apprised of their academic progress by posting their most current grades in the student database system. Before entering grades, ensure that all attendance has been posted for the class. **Attendance must be posted prior to posting grades.** Assignments, quizzes,

exams, projects, and other graded assessments are to be immediately recorded in the eCourses gradebook for timely student access. A procedure sheet for posting grades in Academic Info is provided in the Appendix. (See **ENTERING GRADES THROUGH ACADEMIC INFO**)

MID-COURSE AND FINAL GRADES

Mid-course (the grade earned at the half-way point in the course) and final grades are to be posted in Academic Info within one (1) hour of the last scheduled class in the module. The Registrar conducts an audit of all mid-course and final grades. When the exams are completed the students are not to be dismissed but will continue on with the activities and assignments planned for that day.

On final exam day you may take advantage of the entire period with a closure activity such as debriefing on the outcomes that the students have accomplished and a preview of the next module.

Online faculty must post final grades by Friday at 11:00 a.m.

GRADE UPDATES

Faculty have three class days to update a grade due to a student missing a final or a grade correction. Grade update forms may be obtained on InfoZone through the following pathway: InfoZone>Document Center>Document Library>Forms>Grade Update. Once completed, the forms should be submitted to your campus Registrar.

GRADE OF INCOMPLETE

The grade of incomplete may be granted when a student is unable to complete a required portion of the required coursework in the prescribed time period due to fully justified reasons. College policy allows the grade of incomplete to be granted only twice in a scheduled academic year. An incomplete may be granted only if there is a possibility of earning credit toward a passing grade. For information on faculty responsibilities relative to the granting of an incomplete, please refer to the procedure sheet on **Petition for Incomplete** located on Academic Info.

WITHDRAWALS

If a student withdraws or is terminated, the grade of "W" will be given.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must achieve SAP by maintaining a minimum of 2.0 grade point average (qualitative) and 67% of the total units attempted (quantitative). If a student fails to achieve SAP, s/he will be placed on academic probation.

For additional information, please refer to Satisfactory Academic Progress in the **College Catalog**.

FACULTY RESPONSIBILITY TO STUDENTS ON PROBATION

Although the Dean of Student Services and Division Managers are responsible for the follow-up of probationary students,

faculty members play an active role as well. Faculty members are responsible to provide extra educational support and keep in close contact with Deans and Division Managers concerning the progress of the student. It is your responsibility to document in the student database any conversations, agreements, or additional support offered and/or given to the student. Faculty must be proactive when it comes to the academic success of their students.

INDEPENDENT STUDY

College policy allows students to participate in independent study for a definite period of time contingent upon their ability to meet the criteria set forth in the Independent Study policy published in the **College Catalog**. Faculty is responsible for developing an independent study plan, to be approved by the Campus Dean, for any of their students who participate in an independent study. For more information, please refer to the **College Catalog** and/or your respective Division Manager or Program Director.

REPORTING AN ABSENCE AND CLASS COVERAGE

Planned Absence
A planned absence is to be submitted to your supervisor through the ADI payroll system. Please see Employee Handbook for procedure. Faculty must arrange to have a qualified substitute cover the class and provide a sub plan that supports the syllabus and student learning outcomes for the course.

Unplanned Absence
In the event of an emergency or illness, you must contact your supervisor with a suggestion for course coverage and provide a previously written sub plan that supports the syllabus and student learning outcomes for the course.
All absences must be recorded on the electronic ADI timesheet. In addition, faculty are expected to complete and submit their electronic timecards on or before the due date.

CAMPUS DIVERSITY

Faculty is expected to create a campus climate where tolerance and respect is encouraged and modeled. We embrace and promote diversity in the classroom, workplace, and the community. The **SJVC** Diversity Committee has established a mission statement to create a diverse culture community environment:

- Educate staff, students and members of the community on the benefits and values of understanding the concepts and practice of diversity.

- Foster an environment which values and recognizes each individual for his/her own unique similarities and differences.

- Create a vehicle through which a variety of internal and external activities related to diversity take place.

- Provide an institutional environment that will attract and retain individuals of diverse backgrounds.

COMMUNITY SERVICE

The College encourages partnerships between various constituency groups, i.e., clubs, educational programs, and special interest groups, and community agencies. Educating both the head and the heart, the College actively serves as agents of change, helping to seize opportunities to build healthier, stronger communities. Faculty are encouraged to become involved in the community by recognizing, supporting, and promoting the educational benefits of learning through service to others.

LANGUAGE IN THE CLASSROOM

Instruction at **SJVC** is conducted in English; however, other languages may be used to support and enhance student understanding of course subject matter. Faculty must allow students to use other languages in conversations among themselves as long as the following conditions are met:

- The use of other languages in the classroom is not disruptive or perceived as excluding others

- Inappropriate speech and/or conversations are not used; profanity is prohibited in any language

- Other languages are not used to cheat

Faculty are responsible to ensure all of the above-conditions are met when conversation (no matter what language) is exercised in the classroom.

FREE SPEECH

The College encourages open and dynamic discussion to maintain an atmosphere where an exchange of ideas can thrive. The College will not take disciplinary action against students based solely on speech or other communication that would otherwise be protected off-campus. Students are prohibited from speech that would be in violation of College standards regarding harassment prevention.

Faculty members' speech may be limited especially if it would result in disruptive conduct such as class walk-out. For additional information, please refer to the **College Catalog**.

PROFESSIONAL CONDUCT

While the College respects diversity in the form of free speech and ideas, it also upholds high professional standards for student conduct, as set forth in the **SJVC Student Code of Conduct**. Faculty members are expected to address inappropriate behavior and/or actions in the moment and document the interaction with the student in Academic Info. Serious infractions or any behavior that threatens the safety of any member of the College community must be immediately reported to the Dean of Student Services and/or Campus Director. The full version of the **SJVC Student Code of Conduct** is published in the **Student Handbook**. All faculty are encouraged to familiarize themselves with this code and take appropriate measures to see that it is upheld to the fullest extent possible.

STUDENT COMPLAINTS & GRIEVANCES

The College has created and implemented specific policies and procedures as a way for students to resolve conflicts they may encounter during the course of their education at **SJVC**. The College's conflict resolution procedures pertaining to students are discussed in full in the **Student Handbook**. Following are the various complaint procedures available to students:

1. Complaint Procedure for Discriminatory Actions

2. Complaint Procedure for Unlawful Harassment

3. General Student Grievance Policy

4. Grade Appeal Process

5. Appeal Process for Dismissal Due to Unsatisfactory Academic Progress

As a faculty member, you may witness or be involved in a situation that is the subject of a student complaint. You should familiarize yourself with the policies and procedures referenced above. As always, you should document any discussions or interactions with students that may possibly become the subject of a student complaint or grievance in the Academic Info Contact Manager. For additional information, please refer to the Dean of Student Services.

COLLEGE LETTERHEAD

College letterhead may only be used for official business purposes. While **SJVC** does allow faculty to provide letters of recommendation for students; official college letterhead may not be used for this purpose.

NEW PROGRAM APPROVALS

Proposals for new programs should be discussed with your respective Campus Director.

LAPTOP COMPUTERS

Students may be issued a laptop computer depending upon the campus and/or program in which they are enrolled. Laptops are provided so that students may complete course requirements both on and off-campus. Students are permitted to bring non-SJVC issued laptops on campus, provided they do not utilize the **SJVC** network.

SECTION 3
STUDENT SUPPORT SERVICES

STUDENT SUPPORT SERVICES

The College provides many support services to its students, including, but not limited to:

- New student orientation
- Student advising
- Academic support services through faculty tutoring and the Student Centers
- Financial Assistance Department
- Career Services
- Library services and research assistance

The **College Catalog** and **Student Handbook** provide detailed descriptions of the various support services available to students. The following topics address faculty members' responsibilities in the provision of these services.

NEW STUDENT ORIENTATION

All new students are required to attend new student orientation on the Friday before class starts. The students will receive valuable tips on College resources, strategies for success, and will have the opportunity to meet College faculty and staff. Students will also receive their textbooks and equipment and will participate in a break-out session where they will be exposed to a hands-on program-specific skill, such as taking blood pressure, creating a spreadsheet or operating a piece of equipment.

In addition to the above, new student orientation will teach online students how to navigate eCourses and access resources.

CAMPUS & COMMUNITY RESOURCES

Student success is a top priority of faculty and staff. Students may face challenges that may keep them from being successful in school. Faculty may be of great help by proactively identifying these challenges and making an immediate referral to the Dean of Student Services for issues such as: food pantry, child care referrals, transportation, and schedule conflicts, family issues, and financial challenges.

TUTORING

As explained earlier herein, you are expected to make yourself available for tutoring outside of regularly scheduled classroom hours.

CAREER SERVICES

The provision of Career Services begins at the time of enrollment. Faculty play an important role in the provision of these services as follows:

- Be a career role model to students
- Advocate for profession
- Emphasize the relevance of classroom work to actual work performed in the field/profession
- Networking
  - o Arrange student field trips
  - o Utilize guest speakers
  - o Establish personal connections with outside agencies
- Address behaviors that affect placement

LIBRARY AND LEARNING RESOURCE CENTER

Faculty should communicate any upcoming research papers or assignments to the campus librarian so that s/he will be prepared to provide appropriate student support. Faculty are also encouraged to schedule field trips to the library in order to acquaint students with the resources available to them through the LLRC.

SECTION 4
PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

SJVC believes its faculty members are the most important element in the educational programs offered by the College; because of this belief *SJVC* provides faculty with ongoing professional development. Professional growth begins with New Faculty Orientation which provides an overview of the College's mission, vision, and values as well as campus resources and the resources available to you. Basic lesson planning and classroom management techniques will be presented and practiced.

After NFO, professional development opportunities will be facilitated by the Campus Director, Academic Dean, Division Managers, and Program Directors and outside experts for the purpose of professional growth for part-time and full-time faculty. Following are examples of some of the professional development opportunities available to you:

LICENSURE AND CERTIFICATION

Faculty members are required to maintain current licensure and certification. It is the responsibility of the instructor to complete any continuing education units (CEU) as required. The College supports staying current in your field by offering financial assistance and time off work to renew licensure and certification.

CONFERENCES

Faculty may attend various professional conferences to stay current in their field, meet accreditation requirements, and enhance teaching and learning. In order to attend a conference, faculty must obtain prior approval from his/her supervisor and submit a travel request form at least **two months** prior to the scheduled event. Travel Request Forms may be accessed through the following pathway: InfoZone/Document Center/Forms/Travel Request Form.

In support of its faculty, and based on business need, the College may pay for all or a portion of the fees required to attend a professional conference, provided that the faculty submit their travel requests at least two months in advance of the scheduled event.

MEETINGS

Quarterly faculty meetings offer updates and topics for professional growth.

Group trainings may be offered for a smaller group on specific topics, software, and changes in the field or profession. Attendance requirements will be communicated by the facilitator of the meeting.

In addition to meetings, the College provides a wide array of professional growth opportunities such as: webinars, online courses or resources, outside presenters, and in-house trainings.

SECTION 5
PERFORMANCE EVALUATIONS
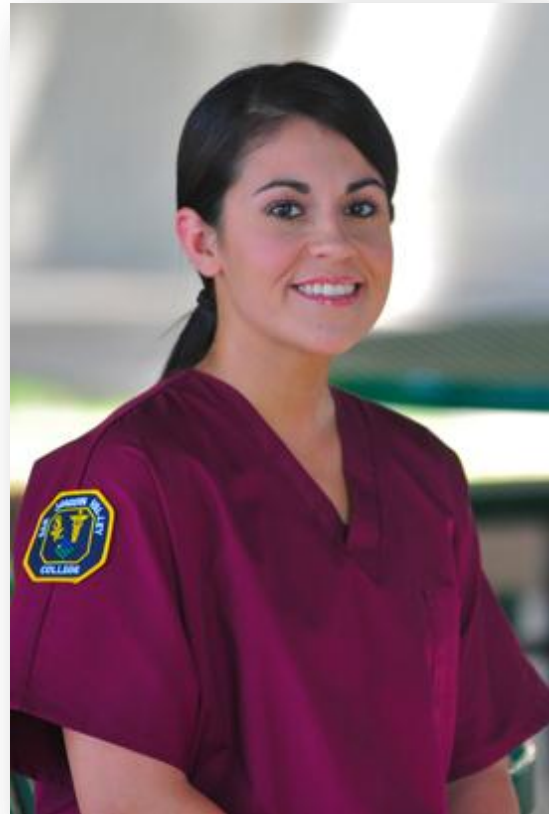
FACULTY EVALUATIONS

Faculty members are evaluated initially during their introductory period and annually thereafter. The following are used to coach and mentor faculty throughout the year and are a part of the formal annual evaluation:

- formal and informal classroom observations, with written and verbal feedback from your supervisor

- student surveys

- data collection on attendance and retention

- participation in campus events, advisory board meetings, and professional development opportunities

- completion of a self-evaluation[2]

A merit raise may be given at the annual evaluation and is based on faculty performance and their key essential duties. In addition to the annual evaluation, new faculty members will be given an introductory evaluation to provide coaching, support, and expectations for the remainder of the year.

STUDENT SURVEYS

Students are given the opportunity to provide feedback concerning their experience at the end of each course by way of an electronic student survey. (A copy of the Student Survey is provided in the Appendix.) The survey results are available through your Academic Dean during the first week of your next course. Your supervisor will discuss the areas of commendation for a job well done and may also determine whether any improvements or suggestions should be made.

---

[2] Faculty should submit complete copies of their current and renewal licensure and certifications with their annual evaluations to Human Resources.

SECTION 6
FINAL WORDS

FINAL WORDS

This handbook illustrates the duties of our faculty members however; merely adhering to techniques and procedures does not constitute a quality instructor. Exemplary teaching comes from within as you create an environment of high expectations and establish standards of excellence from the first day. A good instructor is passionate about his or her own legacy of knowledge and experience and willingness to share this with students. A good instructor genuinely cares about the success of his or her students. We are honored to partner with you to ensure that each student fulfills his or her goals to achieve a degree, prepare for a meaningful career, and to create a more rewarding life. We recognize and thank you for your contributions to our continued success.

SECTION 7
GLOSSARY OF TERMS

GLOSSARY OF TERMS

Academic Info: A web-based platform of the College's Student Information System, "CampusVue." Academic Info is available via InfoZone for accessing class schedules, rosters, faculty directory, student information, and posting attendance, midterm and final grades. Academic Info also provides access to the Contact Manager which provides faculty with factual, multi-departmental information about their students.

Approved Textbooks: The College has established a list of approved textbooks which support course objectives. Faculty will be issued a copy of the teacher's edition of the textbook, to be returned upon completion of the course.

AY1/AY2: Academic year one, and academic year two; terms 1&2 fall within AY1, and terms 3&4 fall within AY2. Students complete the courses required for an associate degree over the course of these two years (compressed). For financial aid purposes, a 30-week academic year is considered the equivalent of traditional academic years (Sept. through June).

CampusVue: The name of the College's Student Information System (SIS) application used to manage data. CampusVue is used by the Academic Management Staff, and the Admissions, Financial Aid, Student Accounts, Registrar, Facilities and Career Services departments. Common functions of CampusVue are to support the maintenance of personal and study information relating to the handling of inquiries from prospective students, the admissions process, setting up faculty and student schedules and maintaining attendance, communication, grades, discipline, financial, personal and academic progression records.

CampusVue also provides extensive reporting capabilities.

Component Grading: Component grading is a standardized grading point chart established for each course. Grading distribution modifications should be proposed during annual program reviews.

Course Objectives: Specific goals and tasks within a lesson that describe what faculty will facilitate to achieve the desired outcomes.

Course Outline: The course outline is a formalized statement of the course content including student learning outcomes, catalog description, required prerequisites, learning objectives, instructional strategies, and assessment methods and approved textbooks.

Course Syllabi: The course syllabus is a formalized communication document between the faculty and the student that outlines the daily lecture topics, assignments, quizzes, exams, and component grading.

Curriculum: Curriculum consists of all the elements used by faculty to teach the course including course outlines, syllabi, quizzes, exams, lecture notes, texts, audiovisuals, guest speaker lists, and projects.

Daily Lesson Plans: Daily lesson plans are day sheets that serve as a guide for meeting the required course learning objectives. The daily lesson plans should match the schedule of activities as listed in the syllabus.

eCourses: A web-based platform for learning management. eCourses provides faculty with a virtual classroom for every class taught. Faculty may upload course syllabi, exams, lecture notes, videos, etc., for student access via eCourses.

Faculty may also host both synchronous and asynchronous student discussion, have students submit coursework electronically via eCourses, utilize the automatic assessment grading feature, and grade assignments using electronic rubrics. For every course taught, a gradebook will be set-up and faculty will be given access to the curriculum repository, SLO mapped question banks and media library of educational videos.

Grade Components: Through Program Review, faculty collaborates and agrees on set points within a course, which become standardized grade components. For example, once it is determined that 100 of 300 points in a 3 unit Math course will be assigned to homework/projects category, that standards is met across the institution, and only adjusted within the next program review.

InfoZone: The College's portal website which provides access to various departments and College resources and information.

Instructional Materials: The Library and Learning Resource Center offers books, software, and videos that complement every program. Faculty may request additional resources during the annual budget process. All videos must directly support course objectives and be approved by the Division Manager or the Academic Dean.

Lecture Notes: Lecture outlines may be provided as a basic resource to the instructional process. Faculty may supplement the outlines with their own materials.

Linear: A term used to refer to several specific programs that run on a more traditional model of longer terms. Linear students often attend class all day, or attend class both on campus and in clinical environments. **SJVC's** linear programs include: Nursing, Physician's Assistant, Respiratory Therapy, and Dental Hygiene.

Midcourse and Final Exams: Midcourse exams are given at the midpoint of each course and final exams are given at the end of each course. These exams are standardized across each campus and cannot be changed by faculty without approval from the Division Manager.

Midcourse Assessment: A Midcourse grade and comments are submitted in CampusVue on week 3 day 2 (Tuesday) to determine academic standing in a course.

Modular: A term referring to the structure of a program. All programs, except for linear (see definition), are scheduled in a modular fashion.

Module: Refers to the 5-week block of instruction in which a class is held. Typically, "modular" students take 2 classes every module.

Program Review: A biennial, faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic program.

Rubric: A matrix which defines what is expected in a learning situation. A rubric evaluates the depth, breadth, creativity and conceptual framework of an assignment using specific scoring criteria, i.e., summative – provide information about a student's knowledge; formative – provide information about a student's strengths and weaknesses; evaluative – provide ways to create instruction that better fits each student's needs; and educative – provide students with an understanding of how they learn.

Session: Typically refers to the time of day a modular student attends class, i.e., morning, afternoon, or evening.

Student Learning Outcomes: Clear statements of what a student will learn and be able to demonstrate upon completing a course or program. They describe the assessable and measurable knowledge, skills, abilities or attitudes that students will attain by the end of a learning process.

Term: Description of the more traditional period of time in a semester. **SJVC's** terms are 15-17 weeks in duration. Linear students have their courses laid out over the full term; modular students take 3 modules within 1 term.
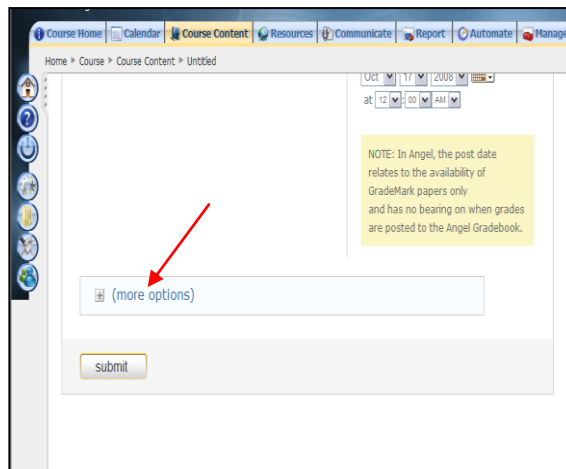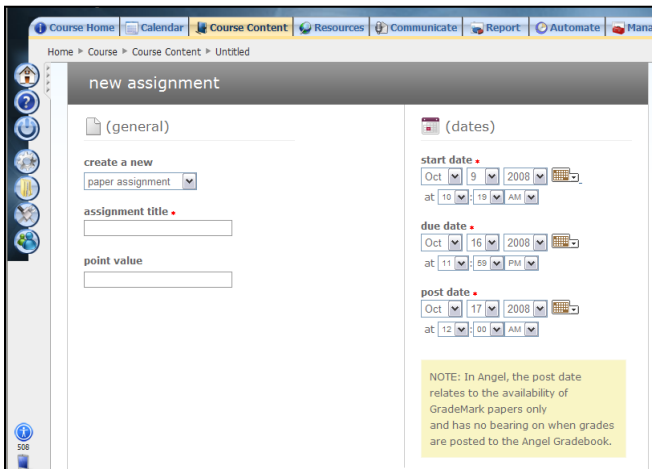
SECTION 8
APPENDIX

TurnItIn

How to Create a TurnItIn Drop box in your course.

1. Login to your eCourse.
   Locate where the drop box is to be placed.
   Click **Add Content** (top left).

2. Select the **TurnItIn** option from the content list.
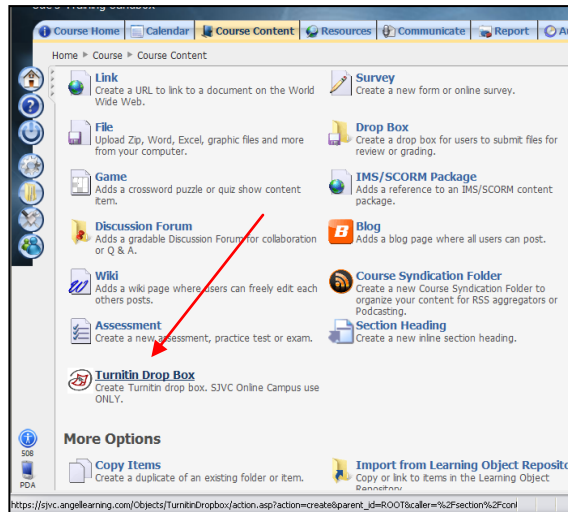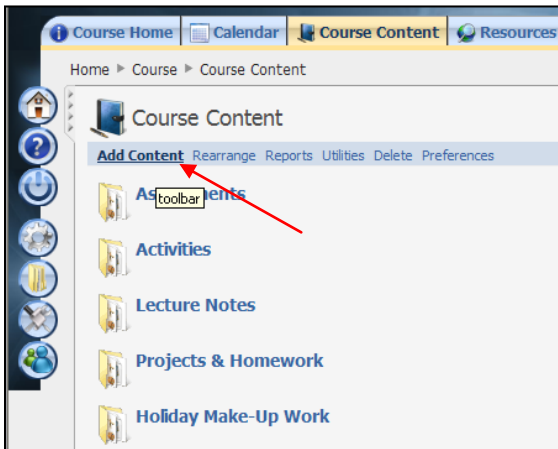
3. Fill in assignment information: title, point value and dates.

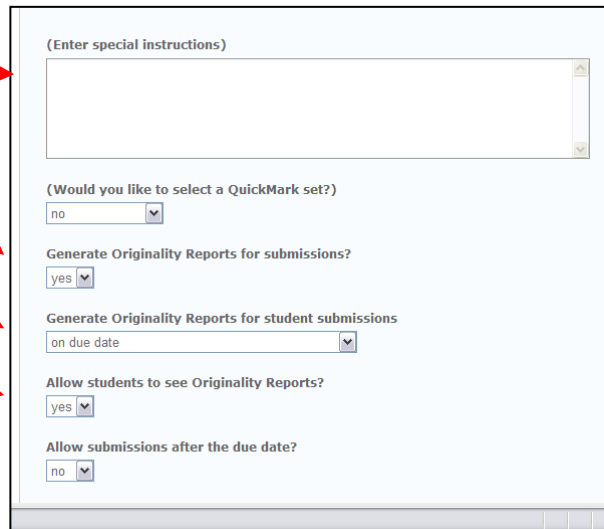**4.** Set advanced features by clicking **more options.**

TurnItIn

5. Advanced Features

Enter special instructions that will appear as a subtitle to the title of the drop box.

Do you want TurnItIn to create an Originality Report which shows the matches found between the student's paper and outside sources?

When do you want the Originality Report available to students?

Do you want students to see the Originality Report?

Do you want to allow students to submit assignments late?

(Enter special instructions)

(Would you like to select a QuickMark set?)
no

Generate Originality Reports for submissions?
yes

Generate Originality Reports for student submissions
on due date
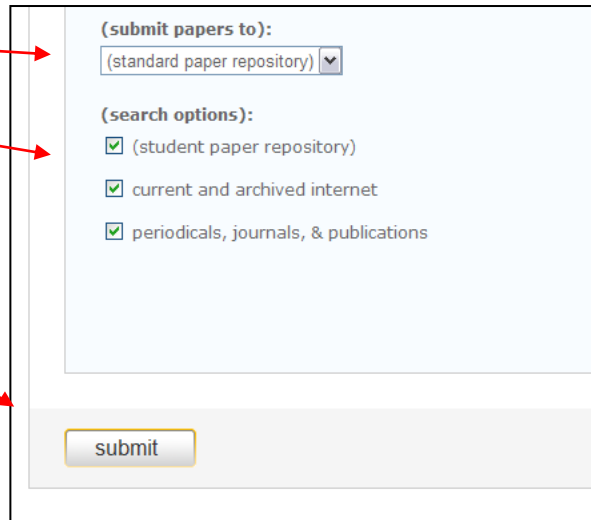
Allow students to see Originality Reports?
yes

Allow submissions after the due date?
no

Do you want student papers to be added to the TurnItIn repository database in order to be used as a match source in the future?

What types of sources do you want TurnItIn to use to search for matches?

Click **submit** to complete the drop box

(submit papers to):
(standard paper repository)

(search options):
☑ (student paper repository)

☑ current and archived internet

☑ periodicals, journals, & publications

submit

TurnItIn

How to read the TurnItIn Originality Report

1. Log in to your course and find the drop box you created. They will have the TurnItIn icon next to the title.
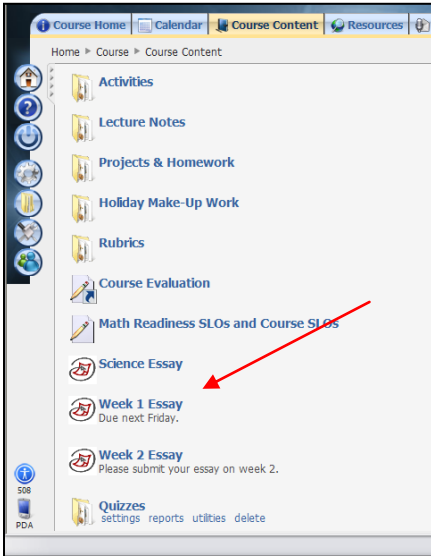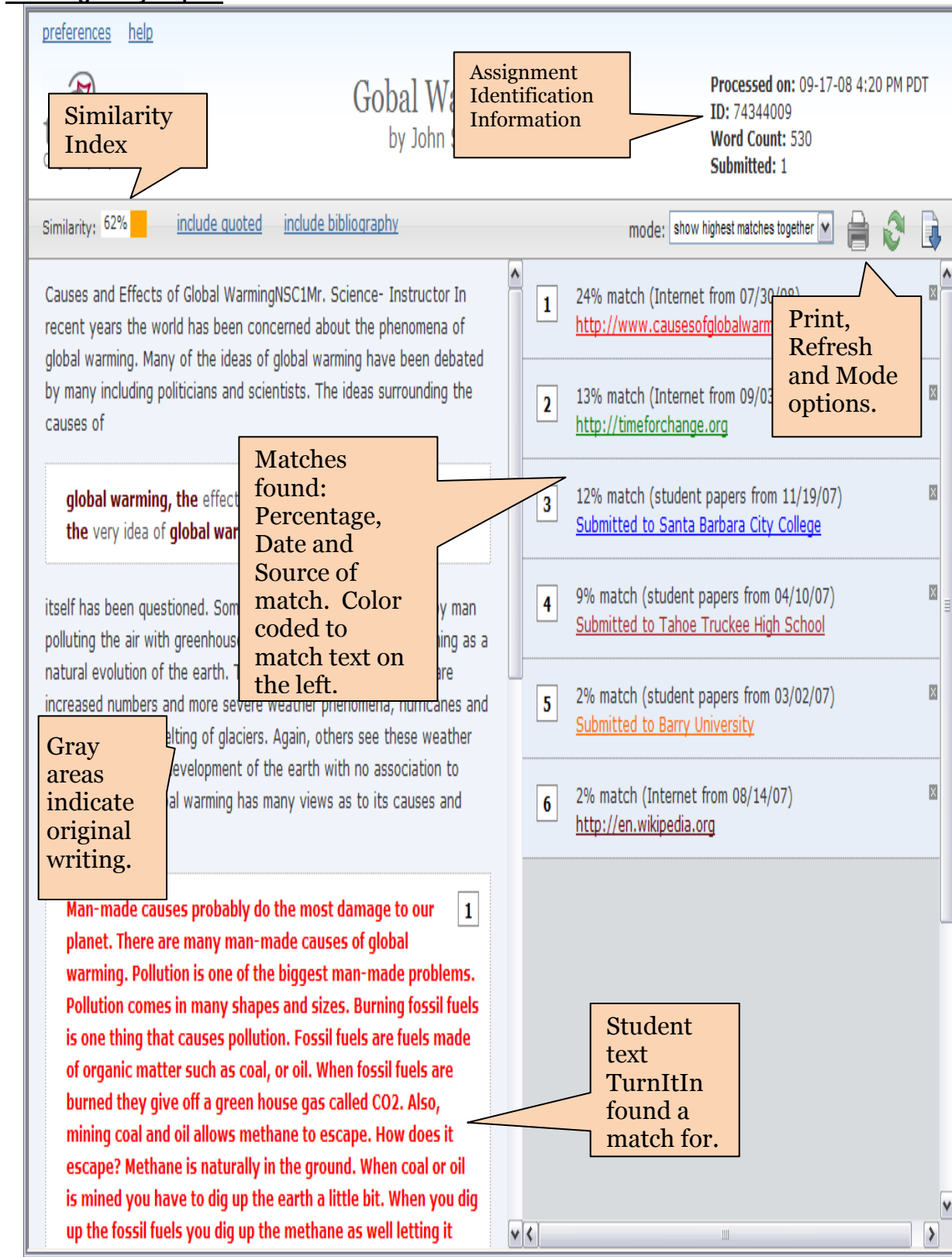

2. Click on the colored box and percentage next to the student's assignment. The colored box is called the **Similarity Index**.
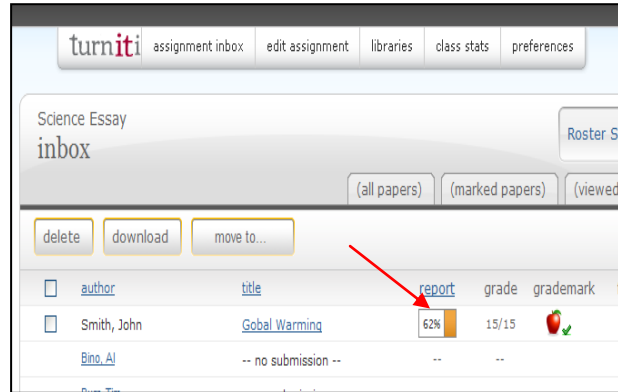
The color of the report icon indicates the overall **Similarity Index** of the paper, based on the amount of matching or similar text that was uncovered. The percentage range is 0% to 100%.
The possible similarity indices are:

blue• - no matching text
green• - one word to 24% matching text
yellow• - 25-49% matching text
orange• - 50-74% matching text
red• -75-100% matching text

TurnItIn

The Originality Report

![TurnItIn logo] **TurnItIn**

How do Students Use TurnItIn?

1. Students Log in to the correct eCourse. Locate the drop box created by their instructor. Open the drop box by clicking the title or icon.

2. Submit the assignment by clicking the **Submit Paper** icon, the **green** plus sign.
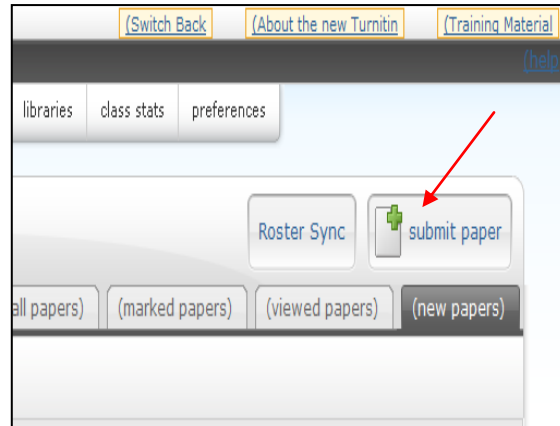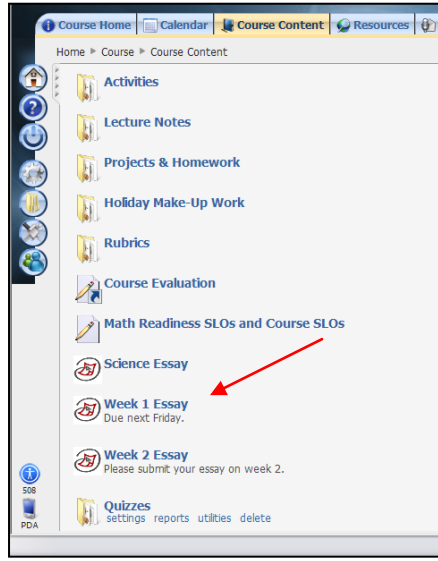
3. Fill in the identification fields: name and title of assignment.
Browse the computer for the assignment.
Click **Submit**

4. At this point, students have an opportunity to preview the assignment before final submission.

They can **Cancel, go back** to make changes, or **Submit.**
Now they are **Done**
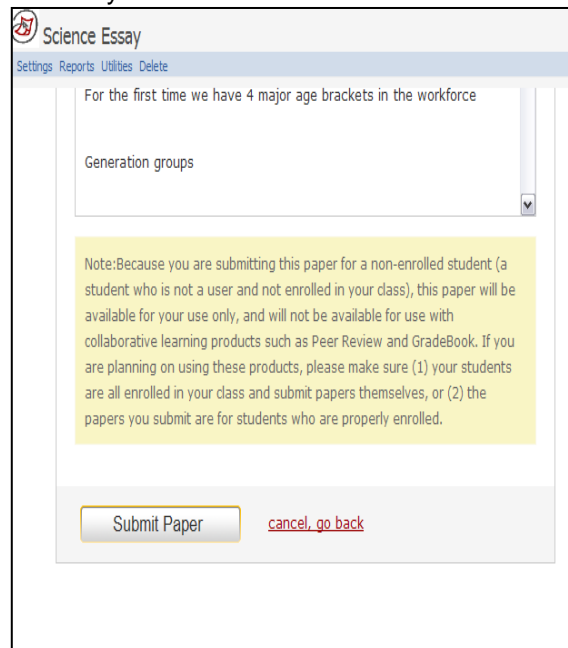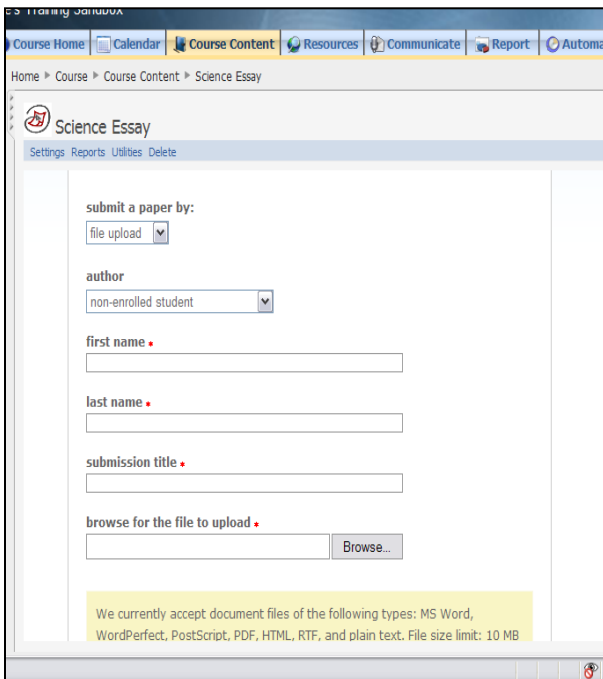
Accessing Curriculum from eCourses

|	
1. Using Internet Explorer (Start | All Programs | Internet Explorer), go to https://infozone.sjvc.edu/.	SJVC - InfoZone - Windows Internet Explorer https://infozone.sjvc.edu/ File Edit View Favorites Tools » Lin
2. On the login page, enter your login credentials. You need to enter CORP\ before your username. See figure. TIP: The "\" is the key above the Enter key.	Connect to infozone.sjvc.edu Connecting to infozone.sjvc.edu. User name: CORP\Frank.Jara Password: •••••••••••• ☑ Remember my password OK Cancel
3. Click on **eCourses**.	Home > InfoZone Info Zone Community Document Center Academic Info eCourses Em
4 Click on **Curriculum Repository** Community Group (lower-left side below your list of courses).	**Community Groups** Find a Group. Create a Group. ☐ Curriculum Repository Tasks: ☑ 📌
5. Click on the **Programs** tab and click on the subject area you teach.	Program Review Welcome | Calendar | Programs | Communica Home ▸ Group ▸ Programs Programs Business/Technical/General Ed Studies Health Studies

Accessing Curriculum from eCourses

6. Click on your program or click on Shared Curriculum Repository to view courses shared between programs.	**Business/Technical/General Ed** Industrial Technology New Math Shared Curriculum Repository Constitution Day Drop Box Submit curriculum, records and resources
7. From your program, click on **Curriculum Repository**.	Industrial Technology Industrial Technology DF Industrial Technology Drop Box Curriculum Repository
8. From the Curriculum Repository, click a specific **course**.	LORs Repository Content Home ▶ Library ▶ Industrial Technology Industrial Technology IT 101 Basic Industrial Electricity IT 110 Power Transmission IT 120 Fluid Power IT 201 Programmable Logic Controllers
9. From the course, click the **folder** of curriculum you wish to review.	Industrial Technology LORs Repository Content Home ▶ Library ▶ Industrial Technology ▶ IT 101 IT 101 Basic Industrial Electricity Syllabus Course Outline Assessments Rubrics Discussion and Written Assignment Activities Projects & Homework Ancillary Materials Lecture Notes Academic Affairs Required Supplementary Material Holiday Make-up Assignments

How to Access your eCourses

1. Once logged onto InfoZone, click on the **eCourses** tab. You will automatically be logged into eCourses.
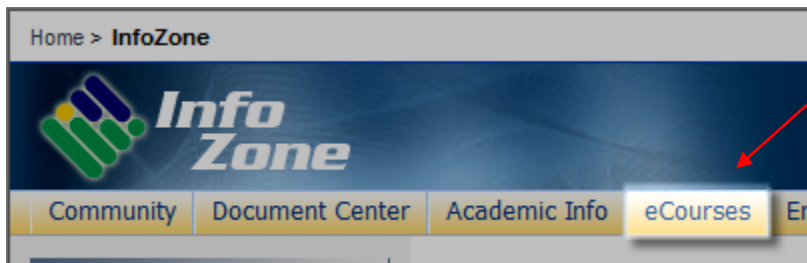
2. The courses you are enrolled in or teach will be listed on the left side in a box called a nugget.

3. To access the course, click on the title.

How to Access your eCourses

Course Home Page

1. The first screen that appears upon entering any course is the **Course Home** page. On the course home page you can upload your syllabus, add course announcements, view calendar events and view the course grade overview.

2. **Tabs:** The Tabs across the top of a course provide easy access to course content. The bulk of any course instructional material is located under the **Course Content** tab.

3. Add content like PowerPoint files, Excel sheets, Word documents, quizzes, tests to your course for your students to access under the **Course Content**.tab.
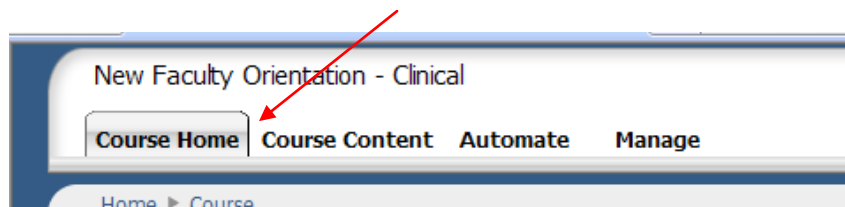
<div align="center">**eCOURSES TIP SHEET**</div>

1. How to upload a syllabus:
1. Log into your course
2. Click the **Pencil** icon to the far right of the blue Syllabus bar
3. Select **Upload a File** from the Syllabus Source Drop Down menu
4. Click on **Browse**
5. Browse for and **Double Click** on your Syllabus Document
6. Click **Update**

2. How to add a course announcement:
1. Log into your course
2. Click the **Pencil** icon to the far right of the blue Course Announcements bar
3. Click **Add Announcement** (upper left under the title)
4. Type in the announcement and fill in fields
5. Click **Save**
6. Click **Exit Announcement Editor**

3. How to add an event to the calendar:
1. Log into your course
2. Click the **Calendar** tab
3. Click **Add** under Calendar icon (top left)
4. Fill in the fields
5. Click **Save**
6. To view the next month click **Next** (upper right)

4. How to create a new folder:
1. Log into your course
2. Click the **Course Content** tab
3. Click **Add Content** under the title to the left
4. Click **Folder**
5. **Type** a title and a subtitle
6. Click **Save**
7. The folder will be listed on your Content Page

5. How to change the names of folders:
1. Log into your course
2. Click the **Course Content** tab
3. Click the **Settings** hyperlink under the folder title
4. Enter the title name
5. Click **Save**

6. How to hide content from students:
1. Log into your course
2. Click the **Course Content** tab
3. Click the **Settings** hyperlink under the content title
4. Click the **Access** Tab
5. Check the box next to *Do not allow users to view this item*
6. Uncheck the box when you are ready to have students access the content

7. How to automatically release content to students by date and time:

1. Log into your course
2. Click the **Course Content** tab
3. Click the **Settings** hyperlink under the content title
4. Click the **Access** Tab
5. Check the boxes next to Start Date and End Date
6. Fill in the fields with the desired dates and times
7. Click **Save**

8. How to upload files like Word documents, Power Points, Excel spreadsheets:
1. Log into your course
2. Click the **Course Content** tab
3. Click **Add Content** under the title to the left
4. Click **File**
5. Click **Browse** and browse for the file you want to upload
6. **Type** a title for the file in the title field
7. Choose **Auto Detect**
8. Click **Upload File**
9. Click **OK**
10. The file will be listed in your course content

9. How to Rearrange content order:
1. Log into your course
2. Click the **Course Content** tab
3. Under the course content icon click **Rearrange**
4. Drag and drop the content into the desired order
5. Click **Save**

10. How to create a Drop box:
1. Log into your course
2. Click the **Course Content** tab
3. Click **Add Content** under the title to the left
4. Click **Drop box**
5. Enter a title, subtitle, and directions
6. Set additional options under the **Submission** tab
7. Scroll to the bottom of the page and click **Save**

11. How to set up a Discussion Forum:
1. Log into your course
2. Click the **Course Content** tab
3. Click **Add Content** under the course content icon (upper left)
4. Click **Discussion Forum**
5. Enter a title, subtitle, and directions
6. Click **Save**

12. How to view student Discussion Forum postings:
1. Log into your course
2. Click the **Course Content** tab
3. Click on the name of the discussion forum
4. Click on the **Post Title** or **Author**

13. How to copy content to your courses from the Learning Object Repository:

1. Login to the course you want to add the content to
2. Click the **Course Content** tab
3. Find the place you want the content to be housed
4. Click **Add Content**
5. Scroll down and click **Import from Learning Object Repository**
6. Look for your content
    A. Select the specific Curriculum Repository from the **Section** dropdown menu
    B. Click on **Browse** to find content in the repository
7. Click the **Checkbox** next to the specific content you want to copy
8. Click **Copy Items** (bottom)
9. The content will now appear in your Course

14. How to copy a Course
1. Login to the course you want to copy **INTO**
2. Click the **Manage** tab
3. Click on the **Import Wizard** hyperlink under the Data Management nugget   (right)
4. Click on the **Copy Course** hyperlink
5. Select the course you would like to copy from the **Course/Group** dropdown   menu
6. Click on the **Import** button
7. The content from the course you copies will now appear in the course you started with

ENTERING ATTENDANCE THROUGH ACADEMIC INFO

- Log into InfoZone at https://infozone.sjvc.edu
  - Username: corp\"network username"
  - Password: "network password"
- Click on Academic Info on toolbar
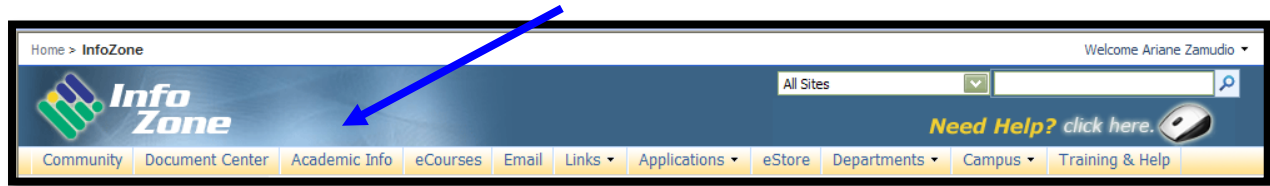
- Click on link to Faculty Portal Homepage
  - Username: "username"
  - Password: "password"
- Find term and course. There are two ways to locate your courses
  - Option 1: Find course under "Classes" on MyHomePage
  - Option 2: Click My Classes on toolbar on left, click Gradebook, use drop down to select term, click on course

- Select the date that Requires Posting (highlighted in Red)

- Select the Edit button (lower right corner)

ENTERING ATTENDANCE THROUGH ACADEMIC INFO

Ground Campus Attendance

- Enter the minutes that the student was ABSENT from the course. If the student was present for the entire course leave the box blank
- Once all absent time has been entered select Update (lower right corner)

Online Campus Attendance

- Enter 60 minutes indicating students that where PRESENT for the course. If the student was ABSENT for the entire course leave the box blank
- Once all present time has been entered select Update (lower right corner)

**For technical assistance please contact your campus Registrar
or the SJVC Help Desk at HelpDesk@sjvc.edu or (800) 530-7244.****

PROCEDURE:

1. Log into InfoZone https://infozone.sjvc.edu
2. Click on Academic Info>Faculty Log in
3. Enter your username and password
4. Click on Contact Manager>Contact Manager on the left menu

5. Click Find Student and search for the student. Note: once you click search you will need to use the scroll bar to move the screen down to see the results
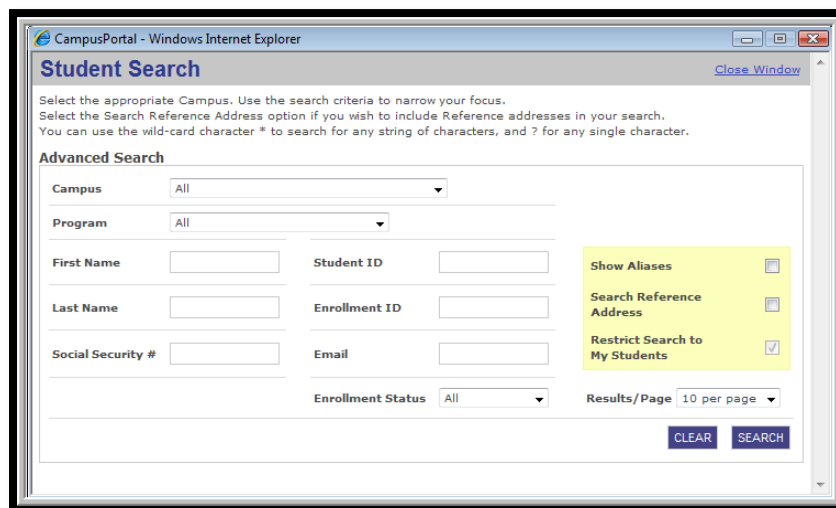
6. Click +Add Activity
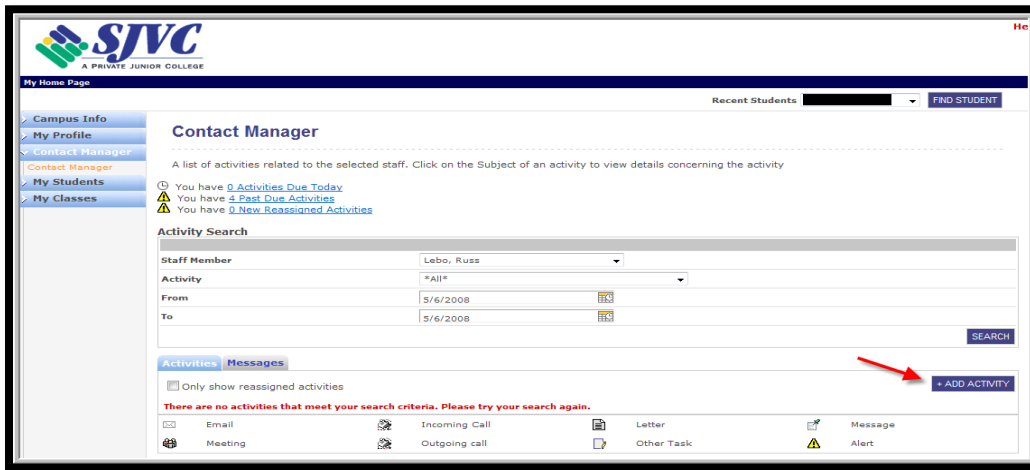
7. Complete the required fields and enter the comments

8. Click Save

Most common activities for instructors:
Activity Type
AD – Incoming/Outgoing Attendance Calls: document your efforts (and theirs!) at contact
AD – Student Absence Notification: a good one to use when they tell you in-person
AD – Student Advising – Academics: any time you counsel a student about their grades, document it!
AD – Student Advising – Attendance: Use if you need to counsel students about attendance issues
AD – Student Advising – Professional Conduct: Please use to ensure all staff have knowledge of plagiarism or conduct issues
AD – Tutoring: Let other staff know when students go the extra mile for help

TIP: Try not to use "general comments" as they are difficult for others to search. Choose the specific categories whenever possible.

ENTERING GRADES THROUGH ACADEMIC INFO

- Log into InfoZone at https://infozone.sjvc.net
  - Username: corp\"network username"
  - Password: "network password"
- Click on Academic Info on toolbar
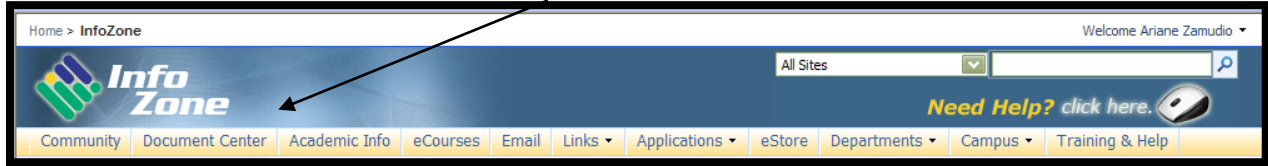
- Click on link to Faculty Portal Homepage
  - Username: "username"
  - Password: "password"
- Find term and course
  - Option 1: Find course under "Classes" on MyHomePage
  - Option 2: Click My Classes on toolbar on left, click Gradebook, use drop down to select term, click on course

- <mark>Attendance must be posted prior to proceeding with entering grades</mark>

- Click on course and then click on Final Grades Tab / Midterm Grades Tab

- Enter the numeric Grade & the Letter Grade (Always rounding to the nearest percentage)
- Select Save Final Grades (bottom right corner)

Course Details - ▮▮▮▮▮▮▮▮▮▮

Start Date	11/29/2010	**End Date**	1/6/2011
Last Posted Attendance	1/5/2011	**Attendance Due**	0 days
Assignments & Exams	0 ungraded		

BACK

Attendance | **Midterm Grades** | **Final Grades**

Final Grades

☑ Only show active students

| Student	Current GPA	Total % Absent	Numeric Grade	Letter Grade
▮▮▮▮	3.31	30.00%	95	A
▮▮▮▮	3.53	0.00%	85	B
▮▮▮▮	3.69	15.00%	65	D
▮▮▮▮	3.00	40.00%	96	A
▮▮▮▮	3.51	35.00%	100	A
▮▮▮▮	3.15	25.00%	75	C
▮▮▮▮	2.85	30.00%	80	B

SAVE FINAL GRADES

For technical assistance please contact your campus Registrar or the SJVC Help Desk at HelpDesk@sjvc.edu or (800) 530-7244.

# LIRN— LIBRARY AND INFORMATION RESOURCES NETWORK

Need help with a research paper? **LIRN** is an online library that provides access to a number of databases. With **LIRN**, you're able to search through thousands of journals, magazines, newspapers and other publications with the click of a mouse!

Links ▾	Applicatior
MyMathLab	
MyWritingLab	
LIRN	
Google	
Request Tracker	
FastWeb	

Getting Started

From the InfoZone Links tab select **LIRN**

or enter http://www.lirn.net/services.shtml

Enter the **LIRN ID** number and click **Submit**

LIRN*Search*

Connect to LIRNSearch

Simultaneously search all LIRN products, or search by subject groups, or as individual databases. Select the products to search by checking the box next to the group or product name.

INFOTRAC

Business, computer science, criminal justice, general academic, health and wellness, law, literature, newsletters, newspapers, opposing viewpoints, and reference with student resource center, Gale Virtual Reference Library and the InfoTrac OneFile.

Connect to Infotrac

More Infomation

Select

Connect to InfoTrac

ProQuest

Connect to ProQuest

Select PowerSearch

Select All Cross Searchable Databases

Database Training

E-newsletter Subscriptions

Marketing

Cengage Gale ListServ

Training Calendar

Note: If a database has not been upgraded to the PowerSearch platform, it not have a checkbox next to it and is not cross-searchable. It can still be accessed by clicking on the image or name.

Select the databases you wish to search

THOMSON GALE
POWER SEARCH

PowerSearch
Select All Cross Searchable Databases

Academic OneFile

Basic Search

Click

More search options

Find: _____   [Search]

Search for words in: ○ Subject ● Keyword ○ Entire document

More search options

Currently searching *12 database(s)* with 113,681,507 documents updated as recently as March 5, 2009

Begin Search

Basic Search

Find: addiction   **Search**

Search for words in: ○ Subject ● Keyword ○ Entire document

Hide search options

Limit results:

☑ to documents with full text

☐ to peer-reviewed publications

☐ to document with images

by publication date(s) ○ All Dates ○ Before ○ On ● After ○ Between

Any ▾ March ▾ 2006 ▾ and

Any ▾ *No* ▾ *None* ▾

by publication title: [   ] Browse Publication Title

by publication subject: [   ] Browse Publication Subject

(1) Enter a **Keyword** (sample "addiction")

(2) Check **to documents with full text**

(3) Select **After** for publication dates after a specific point in time

(4) Enter the **Month**

(5) Enter the **Year**

Hint: *Allow about 3 years for a good selection.*

(6) Click **Search**

Basic Search | Subject Guide
Basic Search ► Results

Search

alcohol   **GO**

☑ within these results

Narrow Results:

by: Document Type ▾

Brief Article(532)
Book Review(172)
Letter to the Editor(64)
Report(44)

Once you've conducted your initial search, you have the option to narrow down your results by using the search window on the left.

To narrow the results from the **addiction** search to those publications with content about **alcohol,** enter the word **alcohol (7)** in the search field and click **GO**.

Search results will appear with the most current information at the top.

Reviewing Results

Click on the title to open the article and review its content. If it's what you've been looking for, print it by clicking on the Print Preview **(8)** in the tool box.

Tools
🖶 Print Preview
✉ E-mail
💾 Download
📑 Citation Tools
Spanish ▾
Translate

☐ Mark   If you are reviewing many items, check the MARK box to the left of the articles that interest you. These will be saved in a folder.

To view and/or print your marked items, Click on the Marked Item(s) folder at the top below PowerSearch **(9).** From this folder, you may print an item, remove it from your "marked lists" folder and/or open the Citation Tools **(10)** for the APA format.

Power*Search*™
Bookmark 📁 Marked Items (3) Previous Searches

For proper citation of your research, click on Citation Tools, select APA (*the only style approved at SJVC*) and **SAVE**. This will open a window displaying the correct way to cite your research in APA format.

Save
○ MLA (Modern Language Association) Example
● APA (American Psychological Association) Example
○ Plain Text with Bibliographic Tags (Z39.80)
Save **Cancel**

Research results from S.M. Kelly and colleagues update understanding of addiction medicine. (Feb 26, 2009). *Women's Health Weekly*, p.175. Retrieved March 05, 2009, from General OneFile via Gale: http://find.galegroup.com.prx-01.lirn.net/ips/start.do?prodId=IPS

STUDENT INSTRUCTIONS
STUDENT EVALUATION SURVEY

Step 1) Click:
        Note: Do not use Mozilla Firefox Browser

Step 2) Type https://infozone.sjvc.edu in the address bar as shown below.

Step 3) Type in **ED** and your **user name** in the username box and then your **password** in the password box. Click on the **OK** button. (see below)

Step 4) Click on **e-Courses** tab as shown below.

Step 5) Click on the course you're taking.

Step 6) Click on the **Course Content** tab. (see below)
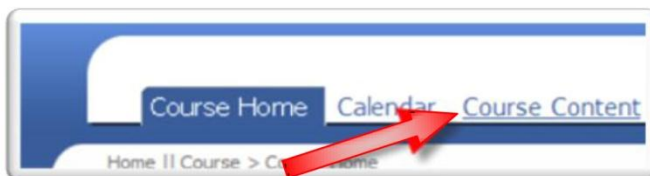
Step 7) Click on **Course Evaluation**.
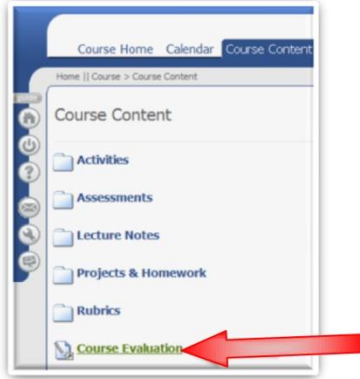
Step 8) Review the description then click on **Begin On-Ground Course Survey**.

Step 9) Take the survey.

> Be sure to select your **correct** Campus and Program or your survey will be discarded.

> All questions must be answered or you will not be able to submit your survey. If you do not wish to enter a comment, simply put one character in the comment box, such as * -- or N/C Thank you!

Step 10) Click on the **Submit** button when all the questions have been answered.
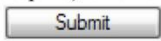
Step 11) Click on the **Home** button and repeat steps 5 to 10 for additional courses, if applicable, or click the close button.

📄 On-Ground Course Survey

1. Select your campus: [▾]

2. Select your program: [▾]

Directions

This brief survey has three parts. Feel free to ask the survey administrator if you have questions or need assistance.

Part I requires a simple "Yes" or "No" response.

3. I received a course syllabus.

   ◯ Yes ◯ No

Part II requires you to rate your instructor using a 4 point scale (Always, Often, Sometimes, and Never).

My instructor:

4. Starts class on time
   ◯ ALWAYS
   ◯ OFTEN
   ◯ SOMETIMES
   ◯ NEVER

5. Dismisses class on time
   ◯ ALWAYS
   ◯ OFTEN
   ◯ SOMETIMES
   ◯ NEVER

6. Comes to class prepared to teach

○ ALWAYS
○ OFTEN
○ SOMETIMES
○ NEVER

7. Organizes class time effectively

○ ALWAYS
○ OFTEN
○ SOMETIMES
○ NEVER

8. Follows the daily plan as described in the syllabus

○ ALWAYS
○ OFTEN
○ SOMETIMES
○ NEVER

9. Demonstrates knowledge of subjects in the course

○ ALWAYS
○ OFTEN
○ SOMETIMES
○ NEVER

10. Uses a variety of meaningful individual and group projects

○ ALWAYS
○ OFTEN
○ SOMETIMES
○ NEVER

11. Maintains a positive learning environment

- ○ ALWAYS
- ○ OFTEN
- ○ SOMETIMES
- ○ NEVER

12. Respects differences in students' learning styles and personal backgrounds

- ○ ALWAYS
- ○ OFTEN
- ○ SOMETIMES
- ○ NEVER

13. Asks questions of students to check for understanding

- ○ ALWAYS
- ○ OFTEN
- ○ SOMETIMES
- ○ NEVER

14. Is available to students

- ○ ALWAYS
- ○ OFTEN
- ○ SOMETIMES
- ○ NEVER

15. Keeps students aware of their progress throughout the course

- ○ ALWAYS
- ○ OFTEN
- ○ SOMETIMES
- ○ NEVER

16. Encourages professional behavior

○ ALWAYS
○ OFTEN
○ SOMETIMES
○ NEVER

17. Evaluates students fairly

○ ALWAYS
○ OFTEN
○ SOMETIMES
○ NEVER

Part III allows for you to type in any comments or ideas you might wish to share regarding your instructor.

18. COMMENTS:

San Joaquin Valley College
Course Syllabus

Course:	HTH 101: Anatomy and Physiology for the Health Professions 1
Total Semester Units:	3.0
Instructor: **Advising Times:** **Phone:** **Email:**	
Class Schedule:	Monday through Thursday ==Insert Dates and Time of Class==
Textbook(s):	==Insert Text Information from Current Textbook List==
Total Points: 300	• Homework/Projects: 150 points • Quizzes: 100 points • Exams: 50 points

Course Description:

This course provides an overview of the basic principles of anatomy and physiology of various systems of the human body. Medical specialties, diseases, treatments and diagnostic testing pertaining to the various body systems along with the role and responsibilities of the medical assistant will be covered in this course. This course provides the opportunity to develop a medical vocabulary including medical abbreviations and symbols through the study of the principles of word construction and word analysis, with emphasis on spelling and pronunciation.

Student Learning Outcomes
Upon completion of this course, the student will be able to:
1. Examine the various medical specialties and their nature of care
2. Determine common diseases and disorders of each systems
3. Memorize the use and function of the word elements, abbreviations and symbols utilized in medical terminology
4. Specify the various body systems and understand their relationship to body functions

Total points: 300

Grade Categories:

Homework / Projects: 150 points
==Enter a brief description of type and number of assignments here.==

Career Services Assignment: 10 points
Note to instructor: The assignment will be embedded in this course as a discussion forum under the Course Content tab. The discussion forum will be connected with the course gradebook and set as a homework assignment worth 10 points. The wording of the assignment and the point value can be changed at the discretion of the course instructor. Please see your supervisor if you have any questions.

Quizzes: 100 points

Exams: 50 points

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90 -   100 = A
             %
80 -   89% = B
70 -   79% = C
65 -   69% = D
 Below 65   = F

NOTE: Students may be required to submit course paperwork through TurnItIn. TurnItIn checks paperwork for originality and generates a report which may help improve citation and/or avoid potential plagiarism.

San Joaquin Valley College
Course Syllabus

<table>
<tr><th colspan="4">Weekly Outline of Curriculum</th></tr>
<tr><th>Week 1</th><th>Daily Objectives</th><th>SLO #</th><th>Assignments & Activities</th></tr>
<tr><td>Day 1 <mark>date</mark></td><td></td><td></td><td></td></tr>
<tr><td>Day 2 <mark>date</mark></td><td></td><td></td><td></td></tr>
<tr><td>Day 3</td><td></td><td></td><td></td></tr>
<tr><td>Day 4</td><td></td><td></td><td></td></tr>
<tr><th>Week 2</th><th>Daily Objectives</th><th>SLO #</th><th>Assignments & Activities</th></tr>
<tr><td>Day 5</td><td></td><td></td><td></td></tr>
<tr><td>Day 6</td><td></td><td></td><td></td></tr>
<tr><td>Day 7</td><td></td><td></td><td></td></tr>
<tr><td>Day 8</td><td></td><td></td><td></td></tr>
<tr><th>Week 3</th><th>Daily Objectives</th><th>SLO #</th><th>Assignments & Activities</th></tr>
<tr><td>Day 9</td><td></td><td></td><td></td></tr>
<tr><td>Day 10</td><td></td><td></td><td></td></tr>
<tr><td>Day 11</td><td></td><td></td><td></td></tr>
<tr><td>Day 12</td><td></td><td></td><td></td></tr>
<tr><th>Week 4</th><th>Daily Objectives</th><th>SLO #</th><th>Assignments & Activities</th></tr>
<tr><td>Day 13</td><td></td><td></td><td></td></tr>
<tr><td>Day 14</td><td></td><td></td><td></td></tr>
<tr><td>Day 15</td><td></td><td></td><td></td></tr>
<tr><td>Day 16</td><td></td><td></td><td></td></tr>
</table>

Revised 03.11

Academic Affairs Department

HTH 101
Page 60 of 73

San Joaquin Valley College
Course Syllabus

Week 5	Daily Objectives	SLO #	Assignments & Activities
Day 17			
Day 18			
Day 19			
Day 20			

San Joaquin Valley College
Course Syllabus

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook* and the *College Catalog*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

A. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

B. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

   i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

   ii. Missed quizzes may not be taken.

   iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

CHANGE is the only constant in life. The professional environment can be unpredictable with changing deadlines, meetings, and demanding customers. Be flexible and adaptable.

This syllabus is only a guideline and subject to change.

San Joaquin Valley College
Course Syllabus

Course:	HTH 101: Anatomy and Physiology for the Health Professions 1
Total Semester Units:	3.0
Instructor: Advising Times: Phone: Email:	Mrs. Carlota Reid, RMA Fridays 8:00a.m.-12:00p.m. upon request Voicemail: 651-2500 ext. 385 or Cell: (559) 572-4628 e-mail: carlota.tienda@sjvc.edu
Class Schedule:	Monday through Thursday March 29 2010 – April 29, 2010 7:15 a.m. – 9:25 a.m. Room # 6
Textbook(s):	Medical Language Immerse Yourself Susan Turley
Total Points: 300	• Homework/Projects: 150 points • Quizzes: 100 points • Exams: 50 points

Course Description:

This course provides an overview of the basic principles of anatomy and physiology of various systems of the human body. Medical specialties, diseases, treatments and diagnostic testing pertaining to the various body systems along with the role and responsibilities of the medical assistant will be covered in this course. This course provides the opportunity to develop a medical vocabulary including medical abbreviations and symbols through the study of the principles of word construction and word analysis, with emphasis on spelling and pronunciation.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

5. *Examine the various medical specialties and their nature of care*
6. *Determine common diseases and disorders of each systems*
7. *Memorize the use and function of the word elements, abbreviations and symbols utilized in medical terminology*
8. *Specify the various body systems and understand their relationship to body functions*

Total points: 300

Grade Categories:

Homework / Projects: 150 points
Homework is due from the indicated book or as instructed by your instructor. You will be asked to turn in your homework to your instructor the day it is assigned to be due.

If you do not wish to tear the homework pages out of your book please make copies of the homework assignment to turn into your instructor prior to your class time. Time will not be allocated to make copies during class time.

In addition to these assignments you may be asked to write reflection papers on classroom material as assigned by your instructor or weekly outline of curriculum. Student must also successfully complete several in-class projects (see online assignments/ projects if assigned).

Homework assignments are worth an average of 6 points (depending on the assignment). Projects may be worth an estimated 6-30 points (depending on the project). Points will also be awarded towards attendance, professional development, and participation. A student will receive 25% out of 100% per class day attended that abides by full professional development guidelines for the week. At the completion of the school week (4 days) the student will be able to receive 100% for attendance, participation, and professional development.

Therefore, if a student is absent, tardy, signs out early, not participating in class, or is unprofessional a 0% will be granted for the day to that student. The 25% a day is either entirely given or not given at all to the student. Example: A student was tardy on Monday but present the rest of the week. The student will be awarded 75% towards professional development and attendance for the week.

Quizzes: 100 points
Quizzes follow immediately after a lecture or the following day. If you miss a quiz you may not take it late. You must be in class the day the quiz is given in order to take it. No exceptions. You may have an estimated amount of 15-20 quizzes weighing an estimated 5-7 point (depending on the quiz).

Exams: 50 points

Mid-term and final exam assessments will be given. Each assessment is worth 25 points each. Missed midterms or final exams may be taken in accordance with college policy.

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100 %**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
Below 65			**=**	**F**

NOTE: Students may be required to submit course paperwork through TurnItIn. TurnItIn checks paperwork for originality and generates a report which may help improve citation and/or avoid potential plagiarism.

Weekly Outline of Curriculum			
Week 1	**Daily Objectives**	**SLO #**	**Assignments & Activities**
Day 1 Mon 3/29	2.1 Identify word elements and their functions in medical terminology: Roots Prefixes Suffixes Combined terms/forms Plural forms 2.2 Identify medical eponyms and homonyms. 2.3 Identify unusual spellings of medical word beginnings and endings. 2.4 Define root words for bacteria, color, body openings and body parts.	3	Orientation to class: Review syllabus, course objectives, class expectations, Personal goals, homework calendar Discuss major projects for this course PROJECT: Research paper oral presentation Medical Prefix/ suffix quiz every Tuesday and Thursday Homework: Read Chapters 1 and complete pages 26-29 due day 3.
Day 2 Tue 3/30	2.1 Identify word elements and their functions in medical terminology: Roots Prefixes Suffixes Combined terms/forms Plural forms 2.2 Identify medical eponyms and homonyms. 2.3 Identify unusual spellings of medical word beginnings and endings. 2.4 Define root words for bacteria, color, body openings and body parts.	3	Lecture: Medical Terminology Ch 1 Homework: SEE DAY 1 ASSIGNMENT Have your topic ready by Day # 4.
Day 3 Wed 3/31	1.2 List the regions of the abdomen 1.3 List the ten systems of the body 1.4 Name and locate the body cavities 1.5 Apply appropriate terms to points of anatomy and regions of the human body 1.6 List the body planes and the regions they divide	4	Discussion: Medical Terminology Ch 2 Have your research topic ready MYMATH & MYWRITING LAB Homework: SEE DAY 1 ASSIGNMENT

Week	Daily Objectives	SLO #	Assignments & Activities
	1.7 List and describe the body directions		
Day 4 Thur 4/1	3.1 Identify the correct usage and definitions of medical abbreviations: Areas of use Frequencies Units Diet orders Laboratory and diagnosis 4.1 Define the various medical symbols and their uses 4.2 Define the common weight and measure equivalencies	3	Discussion: Medical Abbreviations and Symbols Homework: Write 15 prescriptions/ orders with the abbreviations and symbols learned today. Each prescription/ order must have at least 5 abbreviations/ symbols. Be prepared to share with the class.
Week 2	**Daily Objectives**	**SLO #**	**Assignments & Activities**
Day 5 Mon 4/5	5.1 Identify the various medical specialties 5.2 Describe how the medical specialties were established by the American board of medical specialists 5.3 Compare and analyze medicine, nursing and allied health. 5.4 Describe the nature of care and fields in each specialty	1	Discussion: Medical Specialties "You teach us!" (Instructor will assign a specialty(s) for student to research and present in class the following day) Homework: Read Chapters 2 and complete pages 72-74 due day 6.
Day 6 Tues 4/6	5.1 Identify the various medical specialties 5.2 Describe how the medical specialties were established by the American board of medical specialists 5.3 Compare and analyze medicine, nursing and allied health. 5.4 Describe the nature of care and fields in each specialty	1	Student teach back- "Medical Specialties" Homework: Chapter 10 and complete pages 564-565, & 571 due day 8.
Day 7 Wed 4/7	10.1 Identify and describe the function and structures of the nervous system 10.2 Relate the two main divisions of the nervous system 10.3 Differentiate	1-4	Lecture & Video: The nervous system MYMATH & MYWRITING LAB Homework: See day 6. Reminder: Rough Draft due Day # 9.

	between voluntary and involuntary responses		
Day 8 Thur 4/8	(See days 1-8 & 10)	(See days 1-8 & 10)	Student Teach back on days 1-7 Homework: Chapter 15 & 16 and complete pages 841, 846 (matching exercises only), 889, & 893 due day 9. Day 9: Research paper rough draft due today NO later.
Week 3	**Daily Objectives**	**SLO #**	**Assignments & Activities**
Day 9 Mon 4/12	(See days 1-8)	(See days 1-8)	Rough Draft Due Review for Mid-Term Exam Homework: Chapter 7and complete pages 380, & 385 due day 13. Study for Mid-Term Exam next class meeting.
Day 10 Tues 4/13	11.1 Identify and describe the function and structure of the 5 senses of the human body 11.2 Recognize the diseases and disorders of the senses 11.3 Analyze diagnostic exams, procedures, and treatments of the 5 senses 11.4 Examine the diseases and disorders of the nervous system 11.5 Analyze diagnostic exams, procedures, and treatments of the nervous system	1-4	Mid- Course Exam Lecture & Video: Special Senses Homework: Chapter 8 and complete pages 444, & 449 due day 13.
Day 11 Wed 4/14	8.1 Determine the function and structure of the lymphatic and immune system 8.2 Explain the origin of blood cells and their function in the lymphatic and immune system 8.3 Recognize diseases and disorders of the lymphatic and immune system 8.4 Analyze diagnostic exams, procedures, and treatments of the lymphatic and immune system	1-4	Lecture & Video: Lymphatic & Immune System MYMATH & MYWRITING LAB Homework: See day 10. Gather materials for building your skeleton day 14.

Day 12 Thur 4/15	8.1 Determine the function and structure of the lymphatic and immune system 8.2 Explain the origin of blood cells and their function in the lymphatic and immune system 8.3 Recognize diseases and disorders of the lymphatic and immune system 8.4 Analyze diagnostic exams, procedures, and treatments of the lymphatic and immune system	1-4	Conclude Lecture & Video: Lymphatic & Immune System Homework: Chapter 9 and complete pages 497 & 502 due day 15. Gather materials for building your skeleton day 14.
Week 4	**Daily Objectives**	**SLO #**	**Assignments & Activities**
Day 13 Mon 4/19	6.1 Identify and describe the function and structure of the skeletal system 6.2 Recognize and describe the two divisions of the skeletal system 6.3 Summarize diseases, disorders and fractures of the skeletal system 6.4 Analyze diagnostic exams, procedures, and treatments of the skeletal system	1-4	Lecture & Video: The Skeletal System Homework: Chapter 6 and complete pages 322, & 327 due day 17. PROJECT: Research paper Oral/Written-Due 17. Gather materials for building your skeleton day 14.
Day 14 Tues 4/20	6.1 Identify and describe the function and structure of the skeletal system 6.2 Recognize and describe the two divisions of the skeletal system	4	Class project: Build a Skeleton Homework: See day 13
Day 15 Wed 4/21	9.1 Explain the function of the skin 9.2 Diagram the layers of the skin and their characteristics 9.3 Identify diseases and disorders of the integumentary system 9.4 Analyze diagnostic exams, procedures, and treatments of the integumentary system	1-4	Lecture & Video: The Integumentary System MYMATH & MYWRITING LAB Homework: See day 13
Day 16 Thur 4/22	7.1 Identify and describe the function and structure of the muscular system 7.2 Recognize and describe the three types of muscular	1-4	Lecture & Video: The Muscular System Guest Speaker Pending Homework: See day 13

	tissue, the purpose and their function		
	7.3 Examine diseases and disorders of the muscular system		
	7.4 Analyze diagnostic exams, procedures, and treatments of the muscular system		
	7.5 Distinguish between the elements and characteristics of muscle tone and muscle fatigue		
Week 5	**Daily Objectives**	**SLO #**	**Assignments & Activities**
Day 17 Mon 4/26	(See days 1-16)	(See days 1-16)	Presentations w/ visuals on Research paper Homework: Chapter 19 and complete page 1024 due day 19
Day 18 Tues 4/27	8.3 Recognize diseases and disorders of the lymphatic and immune system 8.4 Analyze diagnostic exams, procedures, and treatments of the lymphatic and immune system	2	Video and worksheet: "And the Band Played On" (The beginning of HIV in the United States) Homework: Type a 1 ½ page reflection on today's video
Day 19 Wed 4/28	(See days 10-18)	(See days 10-18)	MYMATH & MYWRITING LAB ***Review for Final examination*** Student teach back days 10-18 Homework: Study for Final Exam
Day 20 Thur 4/29	(See days 10-19)	(See days 10-19)	Final Examination

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook* and the *College Catalog*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

H. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

I. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

J. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

  i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

  ii. Missed quizzes may not be taken.

  iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

K. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

L. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

M. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

N. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

CHANGE is the only constant in life. The professional environment can be unpredictable with changing deadlines, meetings, and demanding customers. Be flexible and adaptable.

This syllabus is only a guideline and subject to change.

San Joaquin Valley College
Course Syllabus

Please sign and date below, tear off this sheet from the syllabus and return it to your instructor today prior to leaving class.

My signature below indicates that I have been given a copy of the syllabus of my own to keep. I have read and understand the course syllabus. All of my questions regarding the syllabus have been answered to my satisfaction. I have received the textbook(s) for this course and understand that I must pay in full for replacement(s).

_____

_____
Student Signature   Date

<u>Student Information</u>

Full Name _____

Home Phone # _____   Cell Phone #
_____

Are you employed?   YES / NO   FULL TIME / PART TIME

What other responsibilities do you have besides school and work?
_____

_____
_____

What grade do you plan on earning in this class?   A   B   C

After reviewing this syllabus do you know how to earn this grade?   YES / NO

(If you answered "no" please see your instructor immediately after class today for clarification. Do not wait until it is too late.)

Are there any reasons that you cannot be in class on time, every day?
_____