

Mexican American Catholic College

Faculty Manual



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PREFACE

This information is a summary of MACC's policies and is not intended to be complete, nor does it constitute a right, guarantee or contract. The intent of this Policy Manual is to provide an overview of the policies, practices, and benefits that generally apply to the Mexican American Catholic College. MACC reserves the right to change, interpret, withdraw, or add to the policies, practices or benefits at any time without prior notice, consideration, or approval by its employees. The benefits and programs referenced in this policy manual are available only to regular full-time employees of the Mexican American Catholic College, unless specifically stated otherwise. This manual does not constitute an employment contract between MACC and its employees. All employment is at-will and may be terminated at any time with or without cause and without prior notice by either the employee or Mexican American Catholic College. All policies, practices, benefits, and procedures stated in this document may be subject to state or local laws. Any questions regarding the policies, practices, benefits, or procedures stated in this document should be directed to the President of MACC.

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WELCOME FROM THE PRESIDENT

Welcome to the Mexican American Catholic College! I hope you experience what so many have felt over the years, that MACC is truly a wonderful place to teach and learn. We are convinced this is due to our core values of respect, integrity, hospitality, and a deep commitment to ongoing education and formation. The learning process requires facilitation as well as a fostering a safe environment where all can learn and grow in knowledge and faith. As a faculty member, you play a major role in the success of reaching this goal. We expect that this Faculty Manual, along with the Personnel Policy Manual, will help you understand classroom management processes, as well as the expectations the College places on you as a faculty member. You will also find that our entire faculty and administrative staff are committed to your success as a new member of our team, so do not hesitate to become acquainted with them and to ask them for assistance.

INTRODUCTION

It is the intent of the Board of Trustees and the Administration of MACC that all policies regarding working conditions of faculty members be clearly defined. This handbook is designed to provide the faculty member with this information. **MACC reserves the right to modify, interpret, withdraw, or add to the policies, practices, or benefits at any time, without prior notice, consideration, or approval by its employees.** Faculty members are expected to comply with the policies and guidelines expressed in this handbook. All faculty members are subject to the policies stated in the MACC Personnel Policy Manual in addition to the policies set forth here. A faculty member at MACC is a person who, by virtue of academic preparation and other relevant experience, has entered into a formal contract with the College as an administrator or as a teacher (professor, associate professor, assistant professor, instructor, or, *in some cases*, adjunct professor, adjunct instructor, adjunct lecturer, or visiting professor), and the majority of whose work is devoted to classroom teaching, scholarship, and other activities directly related to the educational objectives of the College.

HISTORY OF THE COLLEGE

The Beginnings

The Mexican American Catholic College (formerly the Mexican American Cultural Center) has a long history of responding in faith to the “signs of the times.” When MACC was founded in 1972, people of Hispanic descent were systemically discriminated against in society and often neglected pastorally in the Church. Since the general stance toward Hispanics was that they should assimilate, the richness of their culture and religious expressions was generally not valued. Even though they comprised the fastest growing segment of the Catholic Church in the United States, there were no pastoral materials in Spanish nor specialized formation programs to help those who ministered among this population.

A growing awareness of these inequities and the pervasive racism in U.S. society gradually became part of the national consciousness. Like our African American brothers and sisters, many Mexican Americans joined the struggle for civil rights in the 1950s, ‘60s and ‘70s, courageously risking

security, reputation, and life itself. The Chicano and United Farm Workers' Movements were important vehicles for social change. Collectively, Mexican Americans began to articulate their unique cultural identity and protest injustices. This historical moment in the U.S. reflected the changes occurring throughout Central and South America in diverse Latino communities. Solidarity in a common struggle created an environment of rich, cultural exchange, where leadership development ideas, theological innovations, and strategies for change in society and church were unleashed.

Within this social context and in response to the Second Vatican Council's call for renewal in the Church, a visionary group of Mexican American ministers (priests, women religious, and laity) joined together with the bishops of the Southwest to found the Mexican American Cultural Center. According to Rev. Virgilio Elizondo, the establishment of MACC had three "defining moments" that occurred in 1972:

- In February, at the national retreat of PADRES, Mexican American priests gathered to reflect on their reality in light of Scripture. They began to articulate the need for Mexican Americans to hear the Gospel proclaimed in their own language, within their social context, and through their cultural expressions of faith. This generated the idea of bringing together the expertise of various pastoral agents, scripture scholars, theologians, liturgists, activists, social scientists, and other innovators into one place. The idea was immediately embraced and further developed by Las Hermanas, a dynamic group of Mexican American lay and religious women. A powerful vision emerged of a pastoral center dedicated to study/research the Mexican American experience, to develop adult and youth leadership, and to foster understanding and appreciation of the Mexican American culture in Church and Society.
- In September, the Texas Catholic Conference of Bishops enthusiastically supported this vision during their meeting in Austin. Archbishop Francis Furey of San Antonio called for the establishment of a steering committee to begin realizing the dream.
- Later in the Fall, this committee drafted bylaws for the Mexican American Cultural Center. Bishop Patricio Flores, the first Mexican American bishop in the United States, was appointed the Chair and Rev. Virgilio Elizondo was named MACC's first President. Archbishop Furey offered an unused section of Assumption Seminary as MACC's first home.

This innovative and courageous group of founders broke through many barriers. With limited resources, a volunteer faculty and staff, and borrowed furniture, MACC opened its doors immediately to offer courses to anyone who would come. And they came! MACC quickly became known for its culturally relevant formation and language programs for Hispanic ministry, its publications on the Latino experience and ministerial resources, and for its excellent translations of liturgical documents and rituals.

Commitment to Latinos

In the years that followed, under the leadership of its second president, Rev. Rosendo Urrabazo CMF, MACC fostered a deeper awareness and commitment to the social and spiritual needs of Latinos in the United States. MACC developed partnerships with grassroots organizations, such as

Communities Organized for Public Service (COPS), as a way to live out the Church's social teaching. MACC's social concern and action provided a forum for Latin American theologians to teach in the U.S. and create bridges of solidarity between diverse communities.

MACC's particular focus on the social and religious experience of Mexican Americans in the Southwest quickly became a lens for other Hispanic groups to see and articulate their own story and pastoral priorities. What began as a very specific mission soon became a helpful model for other Hispanic pastoral centers around the country, and a key resource for the development of a National Plan for Hispanic Ministry.

Multicultural Institute in a New Facility

As a dynamic entity, MACC evolved from a center created by and for Mexican Americans, to one that reached out to other minority and Hispanic groups, and, ultimately, into an emerging, multicultural institute. Propelled by the visionary leadership of Sr. María Elena González RSM, MACC's third president, the institution embarked on this new phase of its exciting history. In continuity with its founders' efforts to bridge faith and culture, MACC embraced its mission of responding to the religious and social needs of Hispanic communities, within a much larger task of building a truly multicultural community that welcomes and celebrates diversity. MACC's leadership was the impetus for *Encuentro* 2000 that brought together thousands of culturally diverse Catholic groups in a unified celebration of culture and a resolve to find ways of "welcoming the many faces in God's house." MACC staff has recently served as advisors and writers for the first, joint pastoral letter on migration by the U.S. and Mexican Bishops, "Strangers No Longer."

Since 2002, MACC has focused its ministry formation courses and workshops through a two-fold curriculum: "Leadership for a Multicultural Church and Society," and "Leadership for Hispanic Ministry in the Third Millennium." While each track, has its particular focus, they are intimately related. As Hispanics become the majority in the Church, they must lead the way for all cultural groups to be welcomed in the Church of tomorrow. For Hispanics to become leaders in the Church of tomorrow, however, communities must learn to welcome the cultural diversity in their midst.

Equipped with a recently built state-of-the-art facility and an expert faculty and staff, MACC continues to offer quality programs in Hispanic Ministry Formation and Language Study (both English and Spanish). It also offers interactive courses and workshops on multiculturalism and youth ministry. These programs and workshops are available year-round and, through mobile teams, are offered nationally and internationally.

Continuity and Growth

MACC continues to work closely with the Bishops and other national groups, especially during this time of the reorganization [E01] within the USCCB and in particular of Hispanic Ministry. MACC was a key partner in the first national *Encuentro* for Hispanic Youth and Young Adult Ministry in 2006 at the University of Notre Dame. MACC convened and hosted – in collaboration with the National Council on Hispanic Ministry – a symposium on the paradigmatic shift of Hispanic Ministry in August 2007. Key leaders from around the country assembled to collectively express the concerns and hopes for Hispanic Ministry. These were addressed as an official statement to the

Bishops' Secretariat for Hispanic Affairs in November 2007. Since then, MACC continues to work closely with the USCCB's Secretariat for Cultural Diversity in the Church and various other national and regional organizations to prepare for the V Encuentro on Hispanic Ministry.

Over its 45 year history, MACC's vision and action have undoubtedly made a significant difference in both Church and society. At the beginning of this new millennium, however, there continue to be great challenges and opportunities requiring prophetic leadership. As Hispanics become the largest minority in our society (over 55 million) and the majority of U.S. Catholics, MACC recognizes a fundamental shift in Hispanic Ministry. No longer just a specialized ministry to Hispanics, Hispanic Ministry is quickly becoming the ministry of Hispanics to the entire Church. Hispanic Catholics – especially Spanish-speaking seminarians, deacons, and lay ministers – can bring their fervent faith and strong Catholic identity to revitalize the Church in the U. S., but only if the Church acts quickly to provide collaborative new models for ministerial and academic formation of Hispanic leaders.

MACC Becomes a Catholic College

Heeding the signs of the times anew, MACC's Board made a bold and visionary decision to augment the long-standing mission of our institution, "to empower and educate leaders for service in a culturally diverse Church and society," with a degree-based track of studies and become the Mexican American Catholic College. Why another Catholic College? At this time no other fully bilingual program exists at both the BA and MA levels. Drawing on MACC's historical leadership in Hispanic Ministry, this new direction will respond to the urgent needs of the Church while – at the same time – that MACC will continue to grow and thrive in the coming decades. This phase of MACC's history is possible through a close partnership with the University of the Incarnate Word, the Archdiocese of San Antonio, Assumption Seminary, Oblate School of Theology, and other organizations and educational institutions for ministry formation.

A Future Full of Hope:

What began in 1972 as MACC, the Mexican American Cultural Center, has evolved into MACC, the Mexican American Catholic College! MACC's mission continues: "To empower and educate leaders for service in a culturally diverse Church and society by offering a biliterate, multicultural formation program that can lead to a BA and MA degree in Pastoral Ministry."

Guided by MACC's fourth president, Dr. Arturo Chávez, MACC's mission is expanding to meet the needs of the current realities of the Church, especially in Hispanic and multicultural ministry. During this time of great changes for MACC, the mission remains true to MACC's roots by continuing to offer a unique and prophetic ministry formation program. The Continuing Education for Ministry Department has distinct components that provide for the individual needs of the MACC students who are not seeking degrees. These include: Hispanic Ministry in the 21st Century Workshops and symposia, Workshops to build intercultural competencies for ministry, Language Studies courses, and other programs that respond to the current priorities and needs of the Church locally, regionally, and nationally.

OUR CATHOLIC IDENTITY

MACC's Catholic identity is integral to every dimension of the institution—its mission, goals, curriculum, library, research, and community life. MACC's Catholic identity is a living reality that is expressed in relationships of mutual respect, daily prayer and the celebration of the Eucharist, a commitment to social justice and global solidarity, and an ongoing dialogue between faith and reason. Together, MACC's teachers and students seek the truth that leads to a deeper encounter with Jesus Christ. As an independent Catholic institution of higher learning, MACC is committed to upholding academic freedom and integrity. MACC's governance and administration is carried out in faithful union with the Archbishop of San Antonio, the United States Conference of Catholic Bishops (USCCB), and the Holy See.

Hiring for Mission

To further its institutional objectives, MACC shall give consideration to recruiting and appointing qualified faculty and staff that will support the mission of the College and the values of its institutional culture stated in the Bylaws and in the personnel and faculty handbooks. Applicants seeking positions at the College should have a basic understanding of the Catholic Church's beliefs, institutional structures, moral and social justice teachings, respect for cultural diversity, and pastoral priorities – especially in Hispanic Ministry.

Faculty - Mandatum

In the Spirit of Pope John Paul II's constitution *Ex corde Ecclesiae* of 1990, and the USCCB's published guidelines for its implementation in Catholic Colleges and Universities in the United States, MACC requires all faculty who teach "Catholic theological disciplines" to seek a Mandatum from the Archbishop of San Antonio, sign a profession of faith, and pledge an oath of fidelity as suggested by the Apostolic Letter *Motu Proprio* of John Paul II, *Ad Tuendam Fidem*. "Catholic theological disciplines" include but are not limited to Sacred Scripture, dogmatic theology, moral theology, pastoral theology, canon law, liturgy, Philosophy, and Church history. All faculty members requiring a Mandatum must follow the published procedures for seeking this ecclesial mandate to teach at MACC. They will also be asked to publically take and sign an Oath of Fidelity and Profession of Faith, usually as part of the Convocation Mass and in the presence of the Archbishop of San Antonio or his designated representative.

Faculty - Non Mandatum

All faculty members who are not required to obtain a Mandatum – regardless of rank or status, whether full-time or part-time – are expected to respect and support MACC's Catholic identity and mission. This respect shall include not contradicting or undermining Magisterial teaching or authority; accommodating *within reason* the worship and formational schedules of Clerics, Seminarians, and Religious students; accommodating students' extracurricular activities in observance of the Catholic liturgical year; Christian prayer in the classroom; and incorporation of relevant aspects of the Catholic intellectual tradition into course content.

MISSION STATEMENT

The ecclesial mission of MACC is to empower and educate leaders for service in a culturally diverse church and society by offering a biliterate, multicultural formation program that can lead to a BA and an MA in Pastoral Ministry.

Purpose and Goals

To promote and implement the ecclesial mission for which MACC was formed, the primary purpose and goals of the College are as follows:

- To offer biliterate, educational, and ministry formation programs – including language and cultural studies – that meet the pastoral priorities of the Catholic Church especially for leadership in Hispanic Ministry;
- To conduct interdisciplinary research, publish resources, and provide certificates in specialized training and continuing education;
- To confer post-secondary degrees of higher education in religious studies, namely Bachelor of Arts and Master of Arts degrees in Pastoral Ministry, that are offered consistent with the teachings of the Magisterium of the Roman Catholic Church, and in accordance with the exemption granted by the State of Texas from Chapter 132.002(a)(2) of the Texas Education Code;
- To provide other educational and charitable services that meet the strategic goals set by the Board of Trustees and that continue MACC’s historical commitment to the Gospel of Jesus Christ and the Church’s teachings on the sacredness of human life, peace, justice, respect for cultural diversity, and public policies that promote the common good.

MACC BELIEVES:

- in the dignity, giftedness, power, and leadership potential of each person.
- in communities where everyone is accepted, respected, and valued.
- that through developing and claiming one’s faith and culture personal leadership is deepened, enhanced and empowered.
- that the gifts of diverse cultures are essential for the fulfillment of human potential.
- that leaders are to be at the service of the community.
- that systemic change and peace come when people recognize that they are brothers and sisters to each other.

ACCREDITATION

MACC is not accredited. The Board, staff, and faculty are committed to meeting all accreditation standards. While MACC works to achieve regional accreditation, it has signed articulation agreements with regionally accredited institutions. The accreditation of these institutions does not extend to or include MACC or its students. Although the institutions may accept certain course work in transfer toward a credential from MACC or collaborates in other ways for generation of course credits of program credentials, other colleges or universities may or may not accept this work in transfer, even if it appears on their transcript. This decision is made by the institution subsequently considering the possibility of accepting such credits.

MACC is fully committed to continuous assessment and improvement of institutional effectiveness to ensure recognized standards of academic goals, rigor, and quality.

INSTITUTIONAL ACADEMIC STRUCTURES

The Academic Dean

MACC is organized according to the chart in Appendix 1. The Academic Dean serves as the Chief Academic Officer (CAO) of MACC and is responsible for the degree based programs. The CAO is supported in this role by the Dean of Students, the full time Faculty, and the Registrar. The CAO works closely with the Director of Continuing Education for Ministry to coordinate faculty assignments for non-credit programs and workshops.

Academic Oversight Committee^[EO2]

The Academic Committee has the primary responsibility of supporting the CAO in carrying out the MACC Plan for Assessment with the attendant duties and responsibilities discussed therein. The Academic Committee is not a governing board; rather it serves in an advisory capacity to the administration, faculty, and ultimately to the Trustees of the College. The Academic Committee has the responsibility of meeting a minimum of once per semester to review general matters and address specific faculty and student issues – including grievances – related to the degree programs as requested by the CAO.

The Committee reviews and approves curriculum changes, develops procedures for the implementation of policies approved by the Trustees, develops academic and student policies and procedures for consideration of the President and Board of Trustees, assists in accreditation processes, and plays a key role in evaluating institutional effectiveness. The Committee members are nominated by the Academic Dean and appointed by the President. The members include MACC faculty, representatives of collaborating institutions (Assumption Seminary, the University of the Incarnate Word), and other leaders with expertise in higher education and ministry formation. The chairperson will be selected by the members.

FACULTY PERSONNEL POLICIES

All faculty are subject to the policies stated in the MACC Personnel Policy Manual, the adjunct faculty handbook of UIW, and the policies set forth here. A faculty member at MACC is a person who, by virtue of academic preparation and other relevant experience, has entered into a formal

contract with the College as an administrator or as a teacher (professor, associate professor, assistant professor, instructor, or, in some cases, adjunct professor, adjunct instructor, adjunct lecturer, or visiting professor), and the majority of whose work is devoted to classroom teaching, scholarship, and other activities directly related to the educational objectives of the College.

FACULTY STATUS

Faculty members are classified into five categories:

- 1) **Full-time Teaching Faculty:** Individuals who are employees of the College and assigned to teach the equivalent of twenty-four semester hours per year during the fall, spring or summer terms. Specific teaching loads and other duties are negotiated individually with the Academic Dean.
- 2) **Part-time Teaching Faculty:** Individuals who are employees of the College who are assigned to teach less than twenty-four semester hours per year during the fall, spring, and summer terms.
- 3) **Administrative Teaching Faculty:** Individuals who are employees of the College and hold both faculty status and administrative positions. Such individuals have primarily administrative duties involving a direct and significant influence on the academic program or its delivery and development. They may or may not have classroom teaching responsibility.
- 4) **Administrative Non-Teaching Faculty:** Individuals who are full-time employees of the College and hold both faculty status and administrative positions. The positions are not assigned to teach.
- 5) **Adjunct Faculty:** Individuals who are “temporary” employees of the College and assigned to teach one or more classes during the fall, spring and/or summer terms, on an “as needed” basis.

FACULTY RANK AND PROMOTION

Qualifications for appointment or reappointment to a faculty rank will normally include:

- 1) **Professor:** Individuals must hold an earned terminal degree appropriate to the discipline, have a minimum of five years of successful College teaching experience (with one year at MACC), and exceptional merit as described in the criteria below.
- 2) **Associate Professor:** Individuals must hold an earned terminal degree appropriate to the discipline or substantive equivalent; have a minimum of three years of successful College teaching experience (with one year at MACC), and merit as described in the criteria below.
- 3) **Assistant Professor:** Individuals must hold an earned terminal degree appropriate to the discipline or equivalent, or a Master’s degree plus at least one year’s graduate study toward a terminal degree in the field in which they are teaching. Additionally, individuals must have three years of College teaching experience or equivalent professional experience. This may be waived for those with an earned doctorate in their field, and merit as described in the criteria below.
- 4) **Instructor:** This rank is for persons on one-year, renewable, full-time contracts. There is no limit to the number of years a person may hold the rank of Instructor. Individuals should have a Master’s degree (or a minimum of 18 graduate hours) in the field in which they are teaching. A BA in Language Studies (English or Spanish) or a closely related field is required for teaching Continuing Education language courses. Additionally, they should have a minimum of three

years of teaching experience or equivalent professional experience, and merit as described in the criteria below.

- 5) **Administrative Faculty:** These faculty members have primarily administrative duties, but also have a direct and significant influence on the academic program or its delivery and development. They may or may not have classroom teaching responsibility. Administrative faculty will be selected using the same process used for non-administrative faculty. Administrative positions are granted faculty status by the President upon the recommendation of the Academic Dean.
- 6) **Distinguished Professor:** This honorary title is selectively reserved for faculty members (who may or may not meet the criteria for rank) whose competence and standing in the field are of such unquestioned excellence, whose contributions are so meaningful, and for whom the demonstrable evidence of scholarly production is so overwhelming, shall be assigned the title of Distinguished Professor.
- 7) **Emeritus Faculty:** Emeritus Faculty shall ordinarily have achieved the rank of professor, served at MACC for no less than ten years, be recommended by their academic department or unit, and be retired according to Social Security definitions. The benefits include the following: The honor of the title; access to a faculty computer account; participation in the academic processions; a standing invitation to attend faculty meetings (non-voting); faculty ID; ability to submit requests for library resources to be added to the collection; office space and mailbox as available; additional stipends for adjunct teaching;
- 8) **Adjunct Professor:** Individuals must hold an earned doctorate in the field in which they are teaching or substantive equivalent; five years of College teaching experience or equivalent professional experience, and merit as described in the criteria below.
- 9) **Adjunct Instructor:** Individuals must hold an earned Master's degree in the field in which they are teaching or a BA in Language Studies (English or Spanish) with substantive teaching experience, and merit as described in the criteria below.
- 10) **Adjunct Lecturer:** This rank is for persons teaching on a part-time basis who have the appropriate education or professional experience, and who demonstrate merit as described in the criteria below.
- 11) **Visiting Faculty:** This rank is for individuals who have held the rank of assistant, associate, or full professor at another university, or have accomplishments that are judged equivalent. They are appointed to teach or engage in other academic services for a limited period of time. They may or may not have faculty status, but must demonstrate merit as described in criteria below.

Criteria

In each of the cases outlined above, the Master's or Doctorate's degree (or other similar title of academic degrees) is verified to have been awarded by a regionally accredited institution recognized by the United States Department of Education or the equivalent in the case of institutions outside the U.S. Official transcripts certifying all work taken at institutions of higher education will be requested when a prospective faculty member is under serious consideration. Criteria for appointment, reappointment, and promotion for all faculty and non-faculty ranks are based upon past and continuing performance in the following areas:

- Teaching competence:
 - 1) Scholarly achievement in the field or discipline.
 - 2) Ability to communicate the subject successfully.
 - 3) Active participation in required meetings.

- Professional development:
 - 1) Participation in the activities of professional associations.
 - 2) Participation in advanced formal study.
 - 3) Original and creative contribution to knowledge through professional writing, composing and/or performing.

- Institutional performance:
 - 1) Effectiveness in fulfilling assigned responsibilities.
 - 2) Cooperation with colleagues and administration.
 - 3) Concern for students and participation in student activities and counseling.
 - 4) A positive attitude and influence on College morale.

The Academic Dean may recommend members of the faculty for change of rank and will examine and report to the overall faculty the qualifications of those recommended. Final action on change of rank will be by recommendation of the Academic Dean, consultation with the Academic Committee, and the final approval of the President.

FACULTY SALARIES

Faculty salary administration will correlate with the faculty rank structure. Salary increases are not automatic, but MACC continually reviews salaries in light of local cost-of-living data and makes adjustments as the budget allows. Remuneration will be determined by the President and will be based upon individual qualifications, experience, area of study, and years of service to MACC. The remuneration is negotiated individually according to MACC's salary scale.

TENURE^[E03] AND SABBATICAL

The Mexican American Catholic College does not grant tenure to faculty members. MACC, likewise, does not provide sabbatical leave.

FACULTY CONTRACT GUIDELINES

An individual member of the faculty is bound by the terms of the contract only for the duration specified in the contract. Faculty members, whose contracts are to be renewed, receive a written contract prepared by the administration. The contractual letter states position, rank, salary, and any special conditions of employment to be operative during the contract period. Contracts are signed by faculty members accepting employment and returned to the President within thirty days after issuance. The College reserves the right to withdraw a contract which is not signed and returned within this period. *Contracts for part-time or adjunct faculty may be canceled if there is insufficient student enrollment for the contracted course or courses.* The agreement for services

between the College and an individual member of the faculty is set forth in a standard, formal contract.

Full-time Faculty

Full-time MACC faculty members are hired according to the policies stated in this Faculty Manual and in the Personnel Policy Manual. MACC faculty must meet the stated qualifications. The basic contract for full-time faculty generally covers two academic terms of work – fall and spring – unless otherwise specified. A separate contract will be provided for the summer term. The full-time teaching faculty work year consists of ten months with the salary spread over twelve months for the sake of convenience. The work year of faculty members with primarily administrative responsibility consists of twelve months, including vacation time as delineated in MACC’s personnel policies.

Faculty members with 10 month contracts are not eligible for vacation benefits and sick leave. Deductions from pay include withholding tax, social security, pension, health insurance, and other items of a special nature to which the faculty member qualifies for and has agreed to.

Responsibilities of the full time faculty member may include pre-semester faculty meetings or training conferences and commencement.

Adjunct Faculty

The College may secure the services of adjunct faculty – of all ranks – on a per-course basis. Such adjunct teachers are not members of the MACC faculty but are included in routinely scheduled faculty meetings during the term of their contract. They must meet the same academic qualifications as are required of members of the faculty. Adjunct faculty are expected to be available to their students before and after class. Adjunct faculty members are temporary employees of MACC. Adjunct faculty are not entitled to medical insurance, life insurance, pension, worker’s compensation, unemployment compensation, paid vacations, paid holidays, or other benefits of full-time faculty members as may be granted by MACC.

Appointment Processes

The terms and conditions of every appointment to the faculty will be stated and confirmed in the contract and a copy of the contract will be supplied to the faculty member or adjunct teacher. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notices incumbent upon either party to provide, will be stated in a revised contract and a copy will be given to the faculty member or adjunct teacher. Faculty members will be informed each year in writing of their appointments through the contract.

Termination of Appointments

In keeping with MACC’s core values, a contractual agreement is always entered into in good faith and with the highest standards of integrity. We recognize however, that there are sometimes valid reasons for a contractual agreement of a faculty appointment to be terminated. This section describes the process for terminations initiated either by MACC or the faculty member.

Initiated by MACC

Termination of an appointment before the end of the specified term may be effected by the College for any reason to include violation of the *Standards of Conduct* policy or because of program

discontinuance or reduction. Please refer to MACC's Personnel Policy Manual for *Standards of Conduct* for all MACC faculty and staff. Under Federal and State law, MACC has the right to terminate the employment relationship at any time, with or without cause or advance notice and the employee may resign at any time. This employment at-will relationship will remain in effect throughout employment with MACC. This employment at-will relationship may not be modified by any form of oral or implied agreement or contract. No MACC administrator, supervisor, or representative has the authority to alter this relationship and no employee should interpret such a person's remarks as a guarantee of continued employment.

Initiated by the Faculty Member

A faculty member may terminate an appointment by providing written notice at the earliest possible opportunity.

PROCEDURES CONCERNING THE ACADEMIC MANDATUM ¹

The mission of the Mexican American Catholic College is rooted in a daily commitment of both teachers and students to seek and teach the truth that leads to a deeper encounter with Jesus Christ. As a Catholic institution of higher learning, MACC fulfills this mission in faithful union with the local Ordinary of the Archdiocese of San Antonio, the United States Conference of Catholic Bishops, and the Holy See.

MACC's Catholic identity is integral to every dimension of the institution including its mission, goals, curricula, library, research, and community life. It is a living reality that is expressed in relationships of mutual respect and ongoing dialogue between faith and reason. "The institutional commitment to academic freedom is understood in relationship to the Church's mission of higher education and the deposit of faith that is preserved and safeguarded by the Church's Magisterium."

In the Spirit of Pope John Paul II's constitution *Ex corde Ecclesiae* of 1990, and the USCCB's published guidelines for its implementation in Catholic Colleges and Universities in the United States, MACC sets forth the following procedures for all faculty, instructors, and adjunct faculty members who teach "Catholic theological disciplines" including Sacred Scripture, dogmatic theology, moral theology, pastoral theology, canon law, liturgy, and church history.

Procedures for Seeking a Mandatum to Teach at MACC

1. MACC will provide all professors, associate professors, assistant professors, instructors, or, in some cases, adjunct professors, adjunct instructors, adjunct lecturers, or visiting professors a copy of the Guidelines Concerning the Academic Mandatum in Catholic Universities.
2. The president of MACC will meet with the faculty member seeking a Mandatum to explain the process and MACC's expectations for teaching in full communion with the Church.
3. Within 45 days and after a thorough study of the document, the MACC faculty member will request, in writing, a Mandatum from the Archbishop of San Antonio, TX. The letter should be copied to the attention of the MACC president.

¹ This procedure is patterned after the Guidelines Issued by NCCB/USCC, June 15, 2001; Copyright © 2001, United States Conference of Catholic Bishops, Inc. All rights reserved.

4. The Archbishop may wish to meet with the MACC faculty member and/or the president. He may also make further requests such as transcripts, evaluations, letters of recommendations, background checks, etc. The Archbishop requests that each MACC faculty member submit course descriptions with course syllabi containing required and recommended reading.
5. MACC and the individual seeking a Mandatum will cooperate fully with the Archbishop's requests.
6. If all the conditions for granting the Mandatum are fulfilled, the professor has a reasonable right to receive it and ecclesiastical authority has an obligation in justice to grant it.
7. A Mandatum, once granted, remains in effect as long as the professor/instructor teaches at MACC unless and until it is withdrawn by the Archbishop.

Grounds and Process for Withholding or Withdrawing the Mandatum

1. If the Archbishop is contemplating the denial or withdrawal of the Mandatum, he may discuss this informally with the theologian, listing the reasons and identifying the source, and allowing the theologian to make all appropriate responses.
2. The Archbishop may also choose to meet with the MACC president and/or designated committee of the MACC faculty before denying or withdrawing a Mandatum.
3. Right intentions and right conduct are to be presumed until the contrary is proven. Hence MACC will presume, until the contrary is proven, that its faculty and instructors truly teach in full communion with the Church.
4. If the Archbishop, after discussion with the professor/instructor in question, withholds or withdraws the Mandatum, he will state his reasons for doing so in writing. According to the USCCB Guidelines, this statement should address the following three areas:
 - a. The significance of that portion of the professor's work within the context of his or her overall theological contribution.
 - b. Its relationship to the larger Catholic tradition.
 - c. Its implications for the life of the Church.
5. If the Archbishop withholds or withdraws the Mandatum, MACC reserves the right to suspend or terminate the professor/instructor's teaching responsibilities.

Appeals and Resolution of Disputes

1. Because the decision to withhold or withdraw the Mandatum affects the professor/instructor's ability to teach at MACC, the general principles of canon law will be adhered to in seeking recourse and in the process of appeal. MACC will counsel the professor/instructor to follow the appeal process set forth by the USCCB in Guidelines Concerning the Academic Mandatum in Catholic Universities.
2. MACC commits to uphold the right of all parties to good reputation (cf. canon 220).
3. MACC will encourage all parties to first seek remediation through the use of informal procedures and personal dialogue.
4. MACC will uphold the right of the aggrieved party to formal recourse against the denial or withdrawal of a Mandatum in accordance with the canonical norms for "Recourse Against Administrative Decrees" (canons 1732-1739).

Faculty - Mandatum

All faculty members requiring a Mandatum will be asked to publically take and sign an Oath of Fidelity and Profession of Faith for Mandatum as shown in Appendix 3.

Faculty – Non Mandatum

All faculty members who are not required to obtain a Mandatum will sign and accept the Non Mandatum form in Appendix 4.

Statement on Academic Freedom^[E04]

Canon 218 of the 1983 *Code of Canon Law* states parameters of the Church for understanding academic freedom . The canon reads as follows:

Those who are engaged in the sacred disciplines enjoy a lawful freedom of inquiry and of prudently expressing their opinions on matters in which they have expertise, while observing a due respect for the magisterium of the Church.

MACC understands that this canon calls us to the following expectations:

1. Central to our mission as a Catholic college is the search for truth. This search is both a communal and an individual vocation.
2. Freedom to carry out this search is understood in the context of the purpose of the college and balanced by the rights and responsibilities of the students, the institution, and the concerns of the Church.

NON-DISCRIMINATION POLICY

MACC does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, religion, disability, veteran's status or national origin in its educational programs or activities, including employment and admissions. At the same time, MACC maintains its right and duty to uphold the values, beliefs, moral mandates, and social justice teachings of the Roman Catholic Church. To further its ecclesial mission, MACC shall give consideration to recruiting, admitting, and hiring students and personnel who will support the values inherent to its Catholic identity.

This policy does not prohibit MACC's Board of Trustees from establishing "Bona Fide Occupational Qualifications" that relate to physical or mental abilities required to perform a job. Certain administrative and faculty positions may require the person to be Catholic because of the Catholic nature of the institution and its ecclesial mission.

Further, MACC does not discriminate against any individual (other than an unauthorized foreigner) with respect to recruitment, hiring or discharging of the individual from employment because of such individual's citizenship status. This provision applies with respect to citizens and prospective citizens, as those terms have been defined in the Immigration Reform and Control Act of 1986. In compliance with this Act, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed the I-9 form with MACC within the past three years, or their previous I-9 is no longer on record or valid.

FACULTY RESPONSIBILITIES AND EXPECTATIONS

Teaching is the primary focus of the faculty at the College. Faculty members, however, are also expected to plan and execute scholarly activities projects which enhance and improve classroom teaching. These activities must be in alignment with the goals and mission of the College. The scholarly activities will be identified by the full-time faculty member and agreed upon by the Academic Dean. The appropriate means of disseminating the work and the appropriate peer evaluation process for a scholarly project will be identified by the faculty member and will be agreed upon by the Dean. The completion of set goals and the basic duties and responsibilities are the basis for the annual evaluation (see MACC Plan for Assessment for more information).

Instructional Duties

Prepare course syllabi/outlines that define course objectives that are clear, realistic, and achievable, and which identify important questions in the field of study. Apply the necessary knowledge, skills, resources, and understanding of current scholarship in order to achieve the course objectives.

- Employ methods appropriate to course objectives and be able to modify procedures in response to unforeseen change when necessary.
- Use a suitable style and effective organization to communicate the course information with clarity and integrity.
- Create an environment that will enable the student to achieve the course objectives; taking into consideration students' language skills and other learning needs.
- Critique their own work, using evaluations to improve the quality of future work.
- Prepare, correct, and return tests and assignments within a reasonable time.
- Properly evaluate student achievement according to criteria in accord with the MACC Plan for Assessment, and communicated to students at the beginning of each course.
- Maintain respectful relationships with students both in and outside the classroom.
- Provide appropriate counsel to students regarding the College policies, campus interaction, etc.
- Inform the library personnel of desired and necessary additions to the library resources.

Academic Advising

Academic advisement is a major responsibility of full-time faculty. Upon declaration of a major, students will be assigned to an advisor.

Academic Events

Unless excused by the Academic Dean, all members of the full-time and permanent part-time faculty must participate each semester in faculty meetings, workshops, and other official academic events. Adjunct faculty are strongly encouraged to attend such events.

Professional Ethics

Faculty members are expected to maintain the highest standards of professional ethics in all aspects of their job. Among other obligations, faculty members must take care to treat all students with fairness and impartiality, to make their academic expectations reasonable, explicit, and in writing at the beginning of each course, to preserve the academic standards of their discipline and the College, and to respect the human dignity of each student or subordinate.

Publications and Lectures Outside of the College

These activities will be produced solely on the faculty member's own time without special support from the College resources. Any royalties or stipends deriving from such work belong exclusively to the professor. When the work is produced as part of contractual obligations, (for which compensation has already been received) or when the work is supported by MACC resources, then the faculty member must negotiate a satisfactory arrangement with the College by which the income from the work is appropriately and equitably shared by the College and the faculty member.

Workload

Full-time instructional load may vary according to such factors as: enrollment per class; type and level (graduate/undergraduate) of instruction; engagement in assigned administrative duties, research activities, program development, or faculty development activities. A faculty member may also be given the opportunity to distribute the instructional load between the regular spring/fall semesters or over the summer, but any such distribution will be subordinated to College needs.

Other activities which also may be part of a full-time faculty member's workload include: coordinating committees, supervising of independent studies, developing new courses, and assisting in recruitment and development, or assessment activities. Instructional load will be determined by the faculty member together with the Academic Dean and/or the Director of Continuing Education and ultimately, the approval of the President..

All members of the faculty shall be available from the beginning of the contract period until the end of the contract period for academic activities, academic advisement, and office hours. Any exceptions are to be arranged with the Academic Dean or the Director of Continuing Education.

Office Hours

All faculty members who are teaching in a particular semester shall keep regular office hours in which they are available to meet with students. Hours should be at least two scheduled hours per week with a notice to students in the outline that they are available for consultation by appointment as well. Adjunct faculty members who are not assigned office space shall ensure that they are available to students by appointment.

Community Service and Consulting

Faculty members are encouraged to serve not only their students at the College but also the institutions and the individuals who are members of the community surrounding them. For any College obligations incurred in such service or in the securing of consultantships or grants, faculty members must receive the written permission of the Academic Dean.

Conflicts of Interest

As representatives of MACC, the MACC faculty members have a high calling. It is in this sense that the College desires to avoid even the appearance of conflicts of interest among members of the faculty. Conflicts of interests are broadly defined as situations in which there is a division of loyalty between the best interests of MACC and the personal or business interests of the faculty member. It is the hope of the College that these two interests ordinarily are both served by the same course of action. The intent of this policy is to avoid situations where they are not served by the same course of action, or to make sure that the conflict is recognized and approved prior to the course of action

being selected. The College expects, in general terms, that all faculty members would conduct their College or personal business in such a way that no discredit would reflect upon MACC.

The following is not an exhaustive list of situations in which a conflict could arise, but rather a guide in applying the intent of the conflict of interest policy. Questions of interpretation should be directed to the Academic Dean.

1. Faculty members may not receive, directly or indirectly, gifts, favors, or entertainment beyond nominal value from students or persons (or firms) with which MACC has, or may have, a business relationship. Occasional meals paid for by a vendor are appropriate as part of a normal client/vendor relationship. Complimentary textbooks, regardless of value, may be accepted by a faculty member, but one's consideration of texts for adoption should not be limited to such complimentary texts, nor should a faculty member seek to sell a complimentary textbook as a used, i.e., a previously purchased book.
2. No faculty member may use confidential information obtained through MACC sources for personal gain. Confidential information, in general, should not be shared unless with the permission of the originator and for a legitimate purpose.
3. Employees of MACC should not ordinarily purchase goods or services for College use from a vendor with which a MACC employee is associated. Exceptions should be approved by the Academic Dean.
4. The following situations provide for possible conflicts of interest and should therefore be undertaken only with the approval of the President.
 - a. Rendering services in competition with MACC.
 - b. Rendering services to a firm which competes with MACC.
 - c. Rendering services to a firm which does business with MACC.

Faculty Member as Representative of the College

Faculty members are expected to reflect honor on the College in their behavior outside the College. Faculty members should also be careful to recognize that, although in one sense they always represent the College to its various publics, they do not always represent the College in an official capacity. For example, special care must be observed in such public statements as letters to the editors of non-academic publications. Unless specifically authorized to articulate the official position of the College, a faculty member participating in such public discussions should indicate his or her address as, say, "San Antonio, Texas," not as the "Mexican American Catholic College."

ASSESSMENT AND EVALUATION

MACC is committed to a systematic and continuous program of performance evaluation and improvement for the College, its curriculum and courses, and for all members of the faculty, administration, and staff. The program's objectives include challenging, realistic, measurable, and integrated review of performance and empirically informed development and improvement of practices. Both formative and summative evaluations of performance are essential for responsible and accountable actions aimed at continuous improvement of College-wide performance and achievement of goals. Assessment and evaluation are also crucial to maintaining quality in all our services. Publication and dissemination of MACC's criteria and procedures for assessment and evaluation are the responsibility of the President and found in the MACC Plan for Assessment.

ACADEMIC PLANNING AND TEACHING REQUIREMENTS

Syllabi and Course Outlines

Each course will have a course syllabus and a course outline. The course syllabus describes the course in general while the course outline applies the syllabus to a particular offering of the course. The syllabus begins with the course description. The course description contains the title, number, and brief statement of the scope of the course. Course descriptions for courses regularly offered are included in the MACC Catalog.

The course syllabus is an expansion of the course description and becomes the basis for the course outline. It contains a minimal list of the outcomes sought, and the topics to be covered whenever the course is offered, along with any other regular and constant elements of the course. The syllabus for each class will generally be provided to the instructor since the syllabus for each course is standardized. However, for new courses, the initial instructor may be asked to create the first syllabus which must be reviewed and approved by the Academic Dean. Syllabi are revised on an as-needed basis and must be processed through the office of the Academic Dean. Requests for modification to the course syllabus must be submitted to the Academic Dean within thirty days after the course assignment has been made but no later than two weeks prior to the beginning of the semester in which the course will be taught.

The course outline must be prepared by the instructor for each course taught. The course outline *must* be available the first day of class and must be reviewed with the students. This review informs the students about what they will be doing and what is expected of them. In essence, this document forms an agreement with the students with respect to the requirements to be met in order to successfully complete the course. It is important that the course outline is clear and makes reasonable demands upon the student. The instructor should adhere as closely as possible to the course outline throughout the semester.

The course [outline\[E05\]](#) is a plan of instruction which includes:

- The topics to be covered in the semester (including, but not limited to, the topics listed in the course syllabus).
- Due dates for assignments.
- Student activities and outcomes expected.
- Means of assessment.
- Method of determining the final grade.
- Required texts and suggested reading.
- Attendance policy and any other regulations the instructor has chosen to promulgate.
- Other relevant material at the discretion of the instructor.

Outlines may be changed every semester at the discretion of the instructor. A copy of the course outline must be provided to the office of the Academic Dean before the first day of classes for that semester. Occasionally it happens, for a variety of reasons, that an instructor decides after the course is underway to change the requirements that he or she initially provided in the course outline. Minor changes may be made at the discretion of the instructor. Major changes require consultation with the Academic Dean. In all cases, the following requirements apply in order to avoid miscommunications:

- An oral presentation of new assignments, grading policy or percentage distribution should be done as early as possible.
- Change to any requirement (assignments, quizzes, exams, grading policy, percentage distribution etc.) must be documented in a new course outline which shows the new requirement (minor changes to class dates need not be documented).
- The new outline must be handed out to students well before any new requirements are due so that each and every student has the new expectations and sufficient time to take them into consideration.

While it is acceptable to change your expectations, it is not acceptable to significantly add more work or reduce the value of previously completed assignments or tests, unless this is clearly to the advantage of every student.

Grading Policy and Student Assessment

Grading and student outcomes assessment are important aspects of MACC's commitment to our students' success as well as for MACC's overall assessment plan which guides College, program and curriculum quality and performance improvement. The faculty plays an important part in these goals, especially through student monitoring and the use of standardized grades and grading rubrics. The MACC Board of Trustees delegates to the President – in consultation with the Academic Dean and faculty – the responsibility of developing, publishing, and implementing student grading policies and rubrics, and general assessment policies and procedures. The policies and procedures shall be based on best practices in institutions of higher education accredited by the Southern Association of Colleges and Schools (SACS).

Change of Grades and Use of “IP”

Grades are presumed to be correct when entered on the student's record. Any question regarding the accuracy of a grade must be raised within one calendar year. Grades are not subject to challenge after one year and will not be changed. If a student disputes a grade, it is the student's responsibility to contact the instructor concerning the grade. Once grades are recorded, grades other than “IP” cannot be changed, except in the case of instructor error. In no case may a grade be changed without the permission of the Academic Dean.

It is MACC's policy to discourage the use of “IP” (In Progress). It is the student's responsibility to initiate the “IP” process with forms available in the Registrar's office. A grade of “IP” may be awarded at the discretion of the instructor if a serious reason has prevented the student from completing the requirements of a course. The deficiency must be removed within six months for undergraduate students and one year for graduate students. After six months, the grade of “IP” will automatically be converted to a grade of “F,” unless the instructor submits a “Change of Grade” form.

Student Monitoring

- *First Year Student Monitoring:* MACC recognizes that first year students are at higher risk for falling behind or dropping out and so it is our policy to provide extra attention to our students' performance during their first year at MACC. Faculty members are required to provide frequent performance assessments (quizzes, tests, short papers, etc.) for all first year courses, starting very early in the semester. Faculty members will report to the Academic Dean any students who

appear to be at risk for failing a class as soon as this becomes apparent. The Academic Dean will form a committee comprised of the student's professors and developmental learning staff as indicated by the circumstances in order to develop a plan of action for the student having difficulty.

- *Probationary Student Monitoring:* The Academic Dean will inform professors of any students in their class(es) who may be on academic probation. Professors are required to provide a status update for probationary students to the Academic Dean's office each month.

Grade Definitions and Rubrics

Grading is standardized for all MACC courses. The use of letters and equivalent numbers is defined in the Academic Catalog. The criteria for assigning these letter and number grades are defined in the MACC grading rubrics. The grading rubrics are to be found in the Student Handbook. All faculty members must adhere to these grade definitions and rubrics.

The rubrics serve two purposes. First, students will have uniformity of expectation from class to class and professor to professor. Second, the rubrics permit the use of student grades for MACC's Plan for Assessment because of the uniformity in grade assignment. Furthermore, student outcomes assessment at the course level is integrated with higher level assessments in MACC's assessment program. Therefore, faculty must be familiar with curriculum and program level outcomes and ensure that they incorporate them into course syllabi/course outlines. Faculty must therefore understand MACC's complete Plan for Assessment.

Class Schedules and Cancellation of Courses

Class schedules will generally be determined by curriculum requirements and student body needs. In order to facilitate cross listing with other schools and the timely contracting of adjunct faculty, course schedules may be determined a full academic year in advance. The timeline for publishing the course schedules for the following semester is set by the Academic Dean and is generally no less than one month before the end of the semester. *Timely faculty cooperation is needed in order to ensure course scheduling deadlines are met.*

Any scheduled course/workshop may be canceled by the President – upon the recommendation of the Academic Dean or Director of Continuing Education – because of insufficient enrollment. “Sufficient enrollment” shall be determined by the College no less than two weeks prior to the time the course is scheduled to commence. Classes may have different enrollment requirements.

Cancelling or Rescheduling of Classes by the Professor

When a faculty member finds it necessary to be absent from class or perform regularly assigned duties because of illness, he or she should notify the Academic Dean and should make arrangements for a substitute, provide an examination, or arrange for some other appropriate activity in the case of a class, or make appropriate other notifications and arrangements in the case of administrative duties. If possible, all off-campus students in the class should be notified. Ordinarily, a teacher should not make plans (including travel on behalf of the College) that require his or her being absent from class for more than three hours per course per semester. In any case, it is imperative that proper arrangements be made so that the students do not suffer. In the case of sudden illness necessitating a faculty member's absence from campus, the Registrar and the Academic Dean should be notified so that the students may be informed.

Individual professors have some latitude with respect to cancelling or rescheduling classes in order to accommodate unexpected events. Absences should be kept to a minimum in order to cause the least disruption to student learning. Professors may cancel up to one week of classes over the semester (i.e. three contact hours for a three semester hour course, two contact hours for a two semester hour course, or one hour for a one semester hour course). After this number of hours is missed, classes must be rescheduled. Professors may reschedule an individual meeting two times over the semester. To reschedule more than two times, permission must be obtained from the Academic Dean.

All course rescheduling and cancellations must be coordinated between the professor and the students; however, the professor must report cancellations and rescheduling to the Registrar. Professors must request that a room be reserved for meeting at a time other than the normal meeting time.

With the unanimous agreement of the students in class, a professor may move a class meeting time for the entire semester. If a class is rescheduled, the professor must request a classroom reassignment and report the new time and location to the Registrar.

Curriculum Development and Revisions

Curriculum changes are identified through the MACC assessment program, requests from partner institutions, and faculty input. Curriculum changes will be managed by the Academic Dean or Director of Continuing Education – in close consultation with the Academic the Academic Control Board and/or the Ministry Formation Program Advisory Committee – and are subject to the final approval of the President. New degree programs or substantive changes in the educational policies and programs of the College must be approved by the Board of Trustees.

STUDENTS' POLICIES, RULES, AND EXPECTATIONS

Student Attendance and Absences

Class attendance must be taken. Documented attendance may be required in case of a student dispute. A class roster will be available from the Registrar at the start of each semester/session. The faculty member will notify the Registrar of any students who are attending class but not on the roster or who are on the roster but not attending class. The first class after receiving the final class roster, the course instructor will notify any student attending class to reconcile the discrepancy with the Registrar. All final grades will be based on the final class roster and are to be turned in according to the due dates established by MACC.

All faculty must publish the following attendance requirements in the course outline provided to students:

- Regular attendance is essential to academic success. You should arrive promptly and be prepared to participate fully in each class.
- Classes will begin on time. You should speak to the instructor in advance if you know that you will miss a class. If you miss a class, you are responsible for the material or assignments covered during that time.
- More than three (3) unexcused absences (or the equivalent of one and one half weeks of classes) will lower your grade. If you miss more than four (4) classes (or the equivalent of two weeks of

classes) you may be asked to withdraw from the course or receive a failing grade by the instructor in consultation with the Academic Dean.

Student Privacy Act

MACC will not release personally identifiable information from a student's education record without the student's prior written consent (according to Family Educational Rights and Privacy Act - FERPA). Even parents or Religious Superiors (such as Bishops, Vocation Directors, etc.) are not permitted access a student's education records unless the student has provided written authorization permitting access. Exceptions are access to records by "school officials" who have a "legitimate educational interest" at other schools where a student seeks to enroll or for the purpose of awarding financial aid.

Policy on Academic Integrity

The Mexican American Catholic College is strongly committed to the nurturing of academic excellence. The College expects its students to pursue and maintain truth, honesty and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. The guidelines for academic integrity of students at MACC are found in the Student Handbook.

Any member on the student body or the staff of the Mexican American Catholic College who is concerned that a student has engaged in some form of academic dishonesty should report the incident to the Academic Dean.

Plagiarism and Cheating

MACC interprets plagiarism under the narrowly to include most, if not all, academic misbehavior usually designated by the word "cheating," that is, the giving or receiving of illegitimate assistance, especially under circumstances when not collaboration but one's own individual work is expected and when a student presents material as his or her own individual work.

Plagiarism is inconsistent with good scholarship. MACC considers plagiarism a moral matter as well as a legal matter. It does this on the assumption that the function of a Christian College is not only to impart knowledge but also to nurture moral character.

- Plagiarism is a deception of the instructor, obviously, but no less of the student writer. Cheating hides individuals from the encounter with who they really are, what they really can do, or what they can be.
- Plagiarism is a theft of the materials themselves, but no less of the right of the cheater's fellow students to equal consideration, for in effect the plagiarized paper throws all other papers in competition with work that likely has already been judged superior.
- Plagiarism breeds a moral atmosphere which denies all students the dignity and freedom due them as human beings. Inevitably, one cheater throws the taint of suspicion upon all, the entire climate is poisoned, and mutual respect is endangered.
- Plagiarism perverts the values of humane education when the instructor is forced to give extraordinary attention to the integrity of the grade and can no longer assume the integrity of the student.
- Plagiarism is a sin, a violation of the Eighth Commandment. It is inimical to the values and ideals of a Christian educational institution.

Examples of plagiarism include, but are not limited to, the following:

- Part or all of a written or spoken assignment copied from another person's manuscript without proper documentation.
- Part or all of an assignment copied or paraphrased from a source (books, journals, newspapers, magazines, digital resources, web sites, charts, graphs, music scores, sound recordings, video recordings) without proper documentation.
- Presenting as original (or paraphrased) the sequence of ideas, arrangement of material, or pattern of thought contained in another person's work.
- Allowing a paper, in outline or finished form, to be copied and submitted as the work of another person.
- Preparing an assignment for another student and allowing him/her to submit it as his/her own work.
- Keeping a written or digital archive of documents with the intent that they be copied and submitted as the work of another person.

A paraphrase is the rewording of another's ideas or the summary of another's work, and even if the wording is distinctly different from the original source, the original source should be cited. If a person copies a distinctive phrase or description using the same words and word-order of the original source, these should be enclosed in quotation marks, with an appropriate reference.

Penalties for Plagiarism

MACC assumes the honor and integrity of its students. If some should abuse this confidence, the College is prepared to act as follows:

- An instructor who finds proof of plagiarism will first of all discuss with the student the nature of the case, including its moral implications and its academic ramifications. Plagiarism normally results in a mark of zero for the plagiarized work. Instructors also have the right to fail the student in the course. They may, at their discretion, end the matter with their own action or pass the case on to their own department and/or to the department of the student's major.
- Instructors should notify the Academic Dean and PRESIDENT regarding particular instances of plagiarism.
- Flagrant violations may result in recommendation for expulsion.
- All parties have the right to appeal their case before the Academic Dean then the PRESIDENT. The PRESIDENT may choose not to hear the appeal.

Copyright Law

MACC College adheres to the laws of the United States (title 17, U.S. Code) concerning copyright. Rather than include a detailed summary of the law and its particular applications for the College, please refer to the following Web sites to obtain information on how copyright applies to academic institutions:

The United States Copyright Office contains complete information on the scope of U.S. Copyright Law: <http://www.copyright.gov/>

The Copyright Clearance Center offers a guide to copyright compliance at Colleges and universities: <http://www.copyright.com/Services/copyrightoncampus/>

The University of Texas allows users to take a self-guided tutorial, “A Crash Course in Copyright:”
<http://www.utsystem.edu/OGC/IntellectualProperty/Cprtindx.htm>

Stanford University Libraries and Academic Information Resources provides current information on copyright issues and an introduction to the concept of “fair use” in academia:
<http://fairuse.stanford.edu/>

The Association of Research Libraries has produced a brochure “Know Your Copy Rights,” describing how faculty can use copyright guidelines appropriately in teaching:
<http://www.knowyourcopyrights.org/resourcesfac/kycrbrochure.shtml>

Resources

Copyright Clearance Center
222 Rosewood Drive
Danvers, MA 01923
Phone: 978-750-8400
E-mail: info@copyright.com
<http://www.thenewcopyright.com/>

Copyright Information Services
<http://www.copynot.org>

U.S. Copyright Office
101 Independence Ave. S.E.
Washington, D.C. 20559-6000
(202) 707-3000
<http://www.copyright.gov/>

American Library Association on copyright see
<http://www.ala.org/ala/washoff/woissues/copyrightb/copyright.cfm>

Cornell University. Copyright Information Center. <http://www.copyright.cornell.edu/>

Crews, Kenneth D. Copyright Law for Librarians and Educators: Creative Strategies and Practical Solutions. Chicago: American Library Association, 2006.

Dismissing a Student from Class

A faculty member may dismiss any student from a class session for disciplinary reasons but must meet individually with the student prior to the next session to clarify the reason for dismissal. Should the problem persist and the professor wish to dismiss the student from the course for the remainder of the semester, then a hearing must occur in the office of academic affairs with the Academic Dean or his or her designee. The student may be suspended from class until the hearing can be arranged. During the hearing, evidence may be presented by the professor and the student. The professional judgment of the professor will be regarded highly and the burden of proof will be

on the student. Each may also bring witnesses with the permission of the Academic Dean. This hearing will be considered a fact-finding process and not a legal hearing, therefore tape recording and legal or parental representation are prohibited. Written minutes will be kept of the meeting. Should a student be dismissed from class for the rest of the semester, financial arrangements will be made which follow the guidelines in the College catalog for compulsory withdrawal or suspension.

Should the action result in changing the status of student from full-time to part-time, then other College actions may result.

Extended Time for Testing

Students who have on file in the office of records a medical evaluation completed within the last three years that recommends extended time for testing shall be granted that accommodation on a case-by-case basis at the recommendation of the dean of records. Students who provide verification that their primary language is not English may also be granted that accommodation on a case-by-case basis when the office of records determines that extended time for testing is warranted. Typically, extended time will entail 1.5 times the normal test period. If the professor cannot make arrangements to provide the additional proctoring, the Academic Dean should be contacted for assistance. Despite the accommodation regarding the administration of tests, all other assignments will be due according to the announced dates.

Posting of Grades by Faculty

The public posting of grades either by the student's name, institutional student identification number, or social security number without the student's written permission is a violation of the Family and Educational Rights to Privacy Act (FERPA). Even with names obscured, numeric student identifier numbers are considered personally identifiable information. The practice of posting grade by social security number or student identification number violates FERPA.

Instructors and others who post grades should use a system that ensures FERPA requirements are met. This can be accomplished either by obtaining the student's uncoerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic.

INTELLECTUAL PROPERTY POLICY

This policy is intended to protect the respective interests of all concerned by ensuring that the benefits of discovery processes and creations are provided to the best interest of the public, to the inventor, to the College, and to sponsors of specific research in varying degrees of protection, monetary return and recognition, as circumstances justify or require.

General Policy

The intellectual property policy will apply to all persons employed by MACC and to anyone using the College facilities under the supervision of its personnel and students. The College may assert ownership in intellectual property of all types (including, but not limited to, any invention, technological development, and computer software) regardless of whether a subject is protected under copyrights, or other laws. It includes any scholarly or educational materials, art works, musical compositions, literary works related to the author's academic or professional field.

Management Responsibilities

To help administer the intellectual property policy and to make recommendations to the President, an Advisory Committee may be established. This committee will have responsibility for all legal matters related to intellectual property.

Property Rights and Obligations

Intellectual property either related to the individual's employment responsibility, or resulting from activities performed on College time or from using its facilities is subject to ownership by the College. This stipulation does not imply that books or articles written by faculty on subjects taught for the College, or personal notes from such classes are claimed by MACC, even if a substantial portion of the research was done for the purpose of teaching a MACC class. In contrast, the intellectual property unrelated to the individual's employment responsibility that is developed on an individual's own time and without the College support or use of its facilities is the exclusive property of the creator and the College has no interest in any such property and no claim to any profits resulting there from. If the creator chooses to offer the creation to the College, the President shall recommend whether the College should support and finance a patent application or other available protective measures and manage the development and commercialization of the property. If the creator makes the offer after obtaining a patent or other protection, the President will recommend whether the College should reimburse the creator for expenses in obtaining such protection.

With respect to intellectual property in which the College asserts an interest, the Advisory Committee in consultation with the President (or his/her designee) shall decide how, when, and where the intellectual property is to be protected. If the College decides to patent or seek other available protection for such intellectual property, it may proceed either through its own efforts or those of an appropriate private firm or attorney to obtain protection and manage the intellectual property. In those instances in which the College licenses rights in intellectual property to third parties, the costs of licensing and obtaining a patent or other protection for the property on behalf of the College will first be recaptured from any royalties received by the College, and the remainder of such royalty income (including license fees, prepaid royalties, and minimum royalties) shall be divided as follows: 50% to Creator and 50% to the College. With the prior approval of the Board of Trustees the allocation of royalties set forth herein may be adjusted, but in no event will the creator receive more than 50% or less than 25% of such proceeds.

The intellectual property policies and guidelines of the College are subject to, amended, and superseded by specific terms pertaining to intellectual property rights included in Federal grants and contracts, or grants and contracts with nonprofit and for profit nongovernmental entities or private donors. In those instances it is possible to negotiate intellectual property agreements with the Federal agencies or nonprofit and for profit nongovernmental entities or private donors and thereby the College will try to obtain more favorable treatment for the creator and the institution.

ADDITIONAL FACULTY AND EMPLOYEE BENEFITS

In addition to the standard fringe benefits for all qualifying employees, all faculty members holding regular faculty appointments are eligible for additional education benefits. Although the package of benefits outlined below may be expected to remain in force throughout the contract year, extraordinary circumstances may necessitate changes within a contract year. Such changes will go into effect only after thirty days notice.

Employee Education Benefit for Staff, Faculty Members, and their Dependents

Employees of MACC and their legal spouses and dependents have access to an Employee Education Benefit (EEB). The benefit amount normally will not exceed tuition charged during the semester requested. This benefit may be used in combination with federal, state and outside scholarships not to exceed the cost of attendance for that term. The cost of attendance includes tuition, room, board, books, fees and an allowance for personal expenses. Students who receive EEB are not eligible for other MACC funded grants and scholarships. Any charges exceeding the EEB and financial aid award are the responsibility of the student and/or employee. Specific procedures and qualifications for the EEB Program are the responsibility of the President, who makes the final approval regarding individual requests for educational benefits.

Employee Education Benefit as Taxable Income

In accordance with Title IV regulations, any amount of the EEB that exceeds tuition and fees will be processed through payroll as taxable income. The employee has the choice of reducing the EEB to avoid personal taxable income. This may be done by informing the Director of Financial Aid of this decision and requesting a reduction in the benefit and the amount of the reduction desired either in writing or via e-mail in order for proper documentation of the request. The financial aid office will then reduce the EEB awarded to the student. No cash changes hands, the student's account balance due rises by the amount of the benefit reduction and the higher account balance due is then treated like any other account balance under normal payment terms.

Course Load for Faculty Members and Full-time Staff

Members of the MACC faculty and full time staff are normally allowed to take up to two courses in the College, each semester under the employee education benefit.

Special Certification Programs and Courses

Full-time regular employees may participate in these courses or programs and be eligible for EEB if they meet all other qualifications of the program. The College may, at its discretion, limit the number of employees or spouses in any one class group during a given year.

Maintaining the Employee Education Benefit

In order to remain eligible to receive the EEB for any of the above degrees and/or programs, the recipient of the benefit will be required to maintain the same standards as required for students receiving any other institutional financial aid. In general this requires the student to make satisfactory academic progress.

- Satisfactory academic progress for the traditional undergraduate program is set out in the Academic Bulletin.
- Students in Special Certification Programs and Courses must satisfactorily pass said programs or courses in order to receive the EEB.

- The EEB will be reinstated based upon the same rules and regulations provided for students receiving other institutional financial aid.
- The EEB will be treated the same as institutional aid for the purposes of all withdrawals, voluntary and involuntary. Involuntary withdrawals may have significant financial consequences. Please refer to the College Catalog for details.
- Employees with overdue accounts receivable balances with the College will not receive this benefit until the balance(s) is resolved.

Termination of Employment

If the employee is terminated or terminates their employment prior to the approved courses' completion, or the term's completion, the employee's tuition waiver will be rescinded and the employee will assume responsibility for the full tuition payment.

ACADEMIC SERVICES

Library and Technology Services

The MACC library specifies its policies and regulations in a separate document which is distributed to students and personnel. Technology and media enhance the educational experience of the students by engaging them in course work that promotes information literacy through sophisticated and extensive technological activity in the classroom. Information technology is also used for posting class syllabi, class descriptions, and class assignment schedules and by creating a discussion forum where students can give and receive feedback. Instructors may receive training in the use of technology and media from members of the MACC staff.

Classroom Needs

If the instructor requires supplies (i.e. dry erase markers, overhead transparencies, etc.), ensure that these requirements are made known [EO6] to the Chief Operating Officer. If there are more students than expected (exceeding the capacity of the classroom), heating or lighting problems, or inadequate technical support, please notify the Chief Operating Officer. MACC requests at least 24 hour notice to use audio/visual equipment or technical assistance with classroom technology.

Faculty ID and Email

Faculty identification cards are used to check out library materials and access to the MACC Campus. Email addresses are issued for faculty members and must be used to conduct only MACC business as stipulated in MACC's Internet and Email Usage Policy.

Teaching Materials and Textbooks

Textbooks must be ordered through the Library/Bookstore. A teacher's edition of the text (desk copy) and any instructional materials provided by the publisher, if available, will be requested by the Library/Bookstore in advance of the class. Depending on available resources, full-time MACC faculty may be able to request a small stipend for course texts if desk copies are not available. Since instructional materials vary, contact with the bookstore manager should be made well before classes start. Students will be responsible for purchasing their own textbooks. Textbooks will be made available to students through the MACC bookstore. Faculty members will be responsible for placing book orders with the bookstore before leaving for the preceding semester or one month prior to the start of the semester in which books will be used, whichever is earlier.

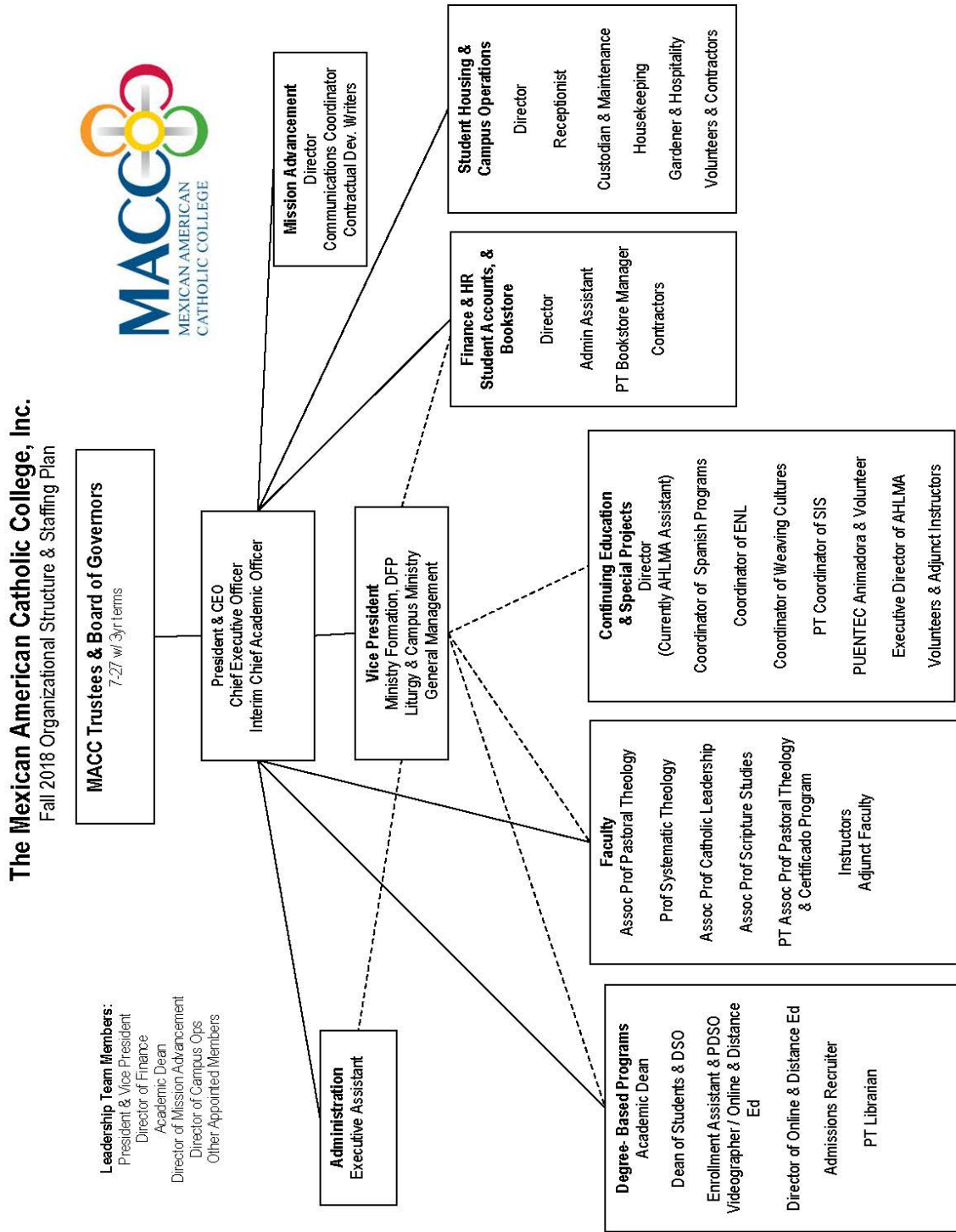
Duplication Guidelines

The Library will not accept any copying job without proper authorization. Any external copying is considered to be a personal expense. To be reimbursed, a receipt of the expense must be provided and the Academic Dean must approve it.

Copyright laws prohibit extensive copying of textbooks and other protected materials. The copying policy is found in the library policies. If faculty members are intending to supplement their course with large numbers of articles or sections from textbooks, the Librarian must be notified in advance.

APPENDIX

Appendix 1: MACC Academic Organizational Structure



Archdiocese of San Antonio

Policies on Ethics and Integrity in Ministry

I. Principles of Ethics and Integrity in Ministry: Code of Ethics

Relationships among people are the foundation of Christian ministry and are central to Church life. Defining healthy and safe relationships is not meant, in any way, to undermine the strength and importance of personal contact or the ministerial role.

Rather, it is to assist all who fulfill the many roles that create the living Church to demonstrate their love and compassion for children and adults in the most sincere and genuine relationships.

It is with the intention that relationships in ministry be experienced at all times as charitable and without intention to do harm or allow harm to occur that the following Code of Ethics has been adopted by the Archdiocese of San Antonio. All Church personnel are asked to carefully consider each standard in the Code and within the Policies on Ethics and Integrity in Ministry before agreeing to adhere to the standards and continue in service to the Archdiocese.

- Church personnel will exhibit the highest Christian ethical standards and personal integrity.
- Church personnel will conduct themselves in a manner that is consistent with the discipline and teachings of the Catholic Church.
- Church personnel shall provide a professional work environment that is free from physical, psychological, written, or verbal intimidation or harassment.
- Church personnel will not physically, sexually, or emotionally abuse or neglect a minor or an adult.
- Church personnel will share concerns about suspicious or inappropriate behavior with their pastor, their principal, the Vicar General or Archbishop.
- Church personnel will report any suspected abuse or neglect of a minor to the Texas Department of Protective and Regulatory Services.
- Church personnel will accept their personal responsibility to protect minors and adults from all forms of abuse.

II. General Definitions

A. Church Personnel

For the purposes of this policy, the following are included in the definition of Church personnel:

1. Priests incardinated in the Archdiocese of San Antonio.
2. Priests who are members of religious institutes assigned to pastoral work in the Archdiocese.
3. Priests of other jurisdictions who are assigned to pastoral work in this Archdiocese; priests seeking incardination in this archdiocese; other priests including those who are retired or who request canonical faculties to do part-time or supply ministry.
4. Permanent and transitional deacons incardinated in this Archdiocese; permanent deacons but with canonical faculties to function in this Archdiocese.
5. Seminarians and those enrolled in the permanent Diaconate Formation Program.
6. Women religious and religious brothers working for the Archdiocese, its parishes, schools, or agencies.
7. Individuals in other forms of consecrated life who are associated with the Archdiocese.
8. All paid personnel whether employed in areas of ministry or other kinds of services by the Archdiocese, its parishes, schools, or other agencies; also, those who contract their services to Church agencies.
9. All volunteers. This includes any person who enters into or offers him/herself for a Church-related service of his/her own free will.

B. Types of Misconduct

For the purposes of this policy, misconduct includes the four types of behavior listed below:

1. Immoral conduct. Conduct that is contrary to the discipline and teachings of the Church.
2. Harassment. Conduct or language which created an intimidating, hostile or offensive working environment.
3. Exploitation. Taking unfair advantage of a counseling relationship for the benefit of the counselor.
4. Abuse of minors. Physical, sexual, or emotional abuse of children under the age of 18 or adults who are uniquely vulnerable to abuse because of physical or mental disabilities.

III. Prevention of Immoral Conduct: Guidelines for Ethical and Moral Behavior

A. Definitions

1. Immoral conduct is defined as behavior that is contrary to the discipline and teachings of the Church and may result in scandal to the faithful or harm to the ministry of the Church.
2. Scandal is an attitude or behavior, which leads another to do evil. Scandal damages virtue and integrity. It is a grave offense if by deed or omission another is deliberately led into a grave offense (Catechism of the Catholic Church, n. 2284).

B. Standards of the Archdiocese

1. It is fundamental to the mission of the Archdiocese of San Antonio for Church personnel to exhibit the highest ethical standards and personal integrity. The purpose of this policy is to insure that all Church personnel follow the traditional strong moral and ethical standards of the Catholic Church. Therefore, Church personnel should not engage in the following conduct:

- a. Formally rejecting the teachings of the Catholic Church or the Christian way of life.
 - b. Exhibiting actions that are disruptive to the ministry and public worship.
 - c. Procuring or participating in abortion, homicide, or euthanasia.
 - d. Possessing pornographic materials.
 - e. Engaging in adultery, flagrant promiscuity or illicit co-habitation.
 - f. Abusing alcohol, drugs, or gambling.
 - g. Stealing or any other form of theft, including misappropriation of Church funds.
 - h. Sexual harassment, exploitation or abuse.
 - i. Physical assault and fighting.
 - j. Committing any criminal act against a person.
2. Church personnel should not harm the reputation of others through:
- a. Disclosing the faults or failings of others to persons who have no cause to know them.
 - b. Making false allegations against another.

3. Church personnel enjoy a public trust and confidence. It is essential that Church personnel view their own actions and intentions objectively to assure that no observer would have grounds to believe that irregularity in conduct exists. All Church personnel have a responsibility to uphold the standards of the Catholic Church in their day-to-day work and personal lives.

IV. Prevention of Harassment: Guidelines for Professionalism

A. Definitions

- a. Harassment encompasses a broad range of physical, written, or verbal behavior that

includes, but is not limited to, the following:

- Physical or mental abuse
- Racial insults
- Derogatory ethnic slurs
- Unwelcome sexual advances or touching
- Sexual comments or sexual jokes
- Requests for sexual favors used as a condition of employment or to affect other personnel decisions, such as promotion or compensation
- Display of offensive materials

b. Harassment is an offensive use of power where the purpose or the effect is to create a hostile or intimidating work environment.

c. Harassment may be severe and/or pervasive.

- Severe conduct is sufficient to alter a workplace environment even though it may occur only once.
- Pervasive conduct is a persistent pattern of offensive conduct.

B. Standards of the Archdiocese

1. Church personnel do not engage in physical, psychological, written or verbal harassment of employees, volunteers or parishioners and do not tolerate such harassment by other Church personnel.

Church personnel shall provide a professional work environment that is free from physical, psychological, written or verbal intimidation or harassment.

Appendix 3: Sample Letter to Seek a Mandatum to Teach at MACC

(Date)

Most Reverend Gustavo Garcia-Siller, M.Sp.S.
Archbishop of San Antonio
2718 W. Woodlawn
San Antonio, TX 78228

Dear Archbishop Gustavo:

In the spirit of Pope John Paul II's *Ex corde Ecclesiae*, the Mexican American Catholic College commits to maintaining an open, respectful, and productive relationship with you as our Archbishop for the good of the Roman Catholic Church in the Archdiocese of San Antonio. As requested by MACC's PRESIDENT, I have studied the USCCB *Guidelines Concerning the Academic Mandatum in Catholic Universities*. I agree to all they contain and now freely make the following declaration:

I, (state your name and academic credentials),

As a (state your exact teaching role) at the Mexican American Catholic College,

hereby declare my role and responsibility to teach this Catholic theological discipline within the full communion of the Church.

I am committed to teach authentic Catholic doctrine and to refrain from putting forth as Catholic teaching anything contrary to the Church's Magisterium.

SIGNATURE

DATE

Appendix 4: Oath of Fidelity and Profession of Faith for Mandatum

Oath of Fidelity on Assuming an Office to be Exercised in the Name of the Church

I, _____, in assuming the Office of _____, promise that in my words and in my actions I shall always preserve communion with the Catholic Church.

With great care and fidelity, I shall carry out the duties incumbent on me toward the Church, both universal and particular, in which, according to the provisions of the law, I have been called to exercise my service.

In fulfilling the charge entrusted to me in the name of the Church, I shall hold fast to the deposit of faith in its entirety; I shall faithfully hand it on and explain it, and I shall avoid any teachings contrary to it.

I shall follow and foster the common discipline of the entire Church and I shall maintain the observance of all ecclesiastical laws, especially those contained in the *Code of Canon Law*.

With Christian obedience, I shall follow what the bishops, as authentic doctors and teachers of the faith, declare, or what they, as those who govern the Church, establish. I shall also faithfully assist the diocesan bishops, so that the apostolic activity, exercised in the name and by mandate of the Church, may be carried out in communion with the Church.

So help me God, and God's Holy Gospels on which I place my hand.

I shall foster the common discipline of the entire Church, and I shall insist on the observance of all ecclesiastical laws, especially those contained in the *Code of Canon Law*.

With Christian obedience, I shall follow what the bishops, as authentic doctors and teachers of the faith, declare, or what they, as those who govern the Church, establish. I shall also _____ with due regard for the character and purpose of my institute _____ faithfully assist the diocesan bishops, so that the apostolic activity, exercised in the name and by mandate of the Church, may be carried out in communion with the Church.

PROFESSION OF FAITH

I, _____, with firm faith believe and profess each and everything that is contained in the Symbol of faith, namely:

I believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is seen and unseen. I believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father God from God, Light from Light, true God from true God, begotten not made, one in Being with the Father. Through him all things were made. For us men and for our salvation, he came down from heaven: by the power of the Holy Spirit he became incarnate of the Virgin Mary, and became man. For our sake he was crucified under Pontius Pilate; he suffered death and was buried.

On the third day he rose again in accordance with the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end. I believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshiped and glorified. He has spoken through the Prophets. I believe in one holy Catholic and apostolic Church. I acknowledge one baptism for the forgiveness of sins. I look for the resurrection of the dead, and the life of the world to come. Amen.

With firm faith, I also believe everything contained in the Word of God, whether written or handed down in Tradition, which the Church, either by a solemn judgment or by the ordinary and universal Magisterium, sets forth to be believed as divinely revealed.

I also firmly accept and hold each and everything definitively proposed by the Church regarding teachings on faith and morals.

Moreover, I adhere with religious submission of will and intellect to the teachings which either the Roman Pontiff or the College of Bishops enunciate when they exercise their authentic Magisterium, even if they do not intend to proclaim these teachings by a definitive act.

Appendix 5: Acknowledgement for Faculty not required to hold a Mandatum

ACKNOWLEDGEMENT of MACC's Catholic Identity

I, _____, respect and support MACC's Catholic identity and mission. This respect shall include not contradicting or undermining Magisterial teaching or authority; accommodating *within reason* the worship and formational schedules of Clerics, Seminarians, and Religious students; accommodating students' extracurricular activities in observance of the Catholic liturgical year; requests for Christian prayer in the classroom; and incorporation of relevant aspects of the Catholic intellectual tradition into course content.

Appendix 6: MACC/UIW Course Outline Guidelines

MACC / UIW Course Outline Guidelines

The Course Outline (syllabus) should have the following components (see sample):

1. **The following, exact heading:** Collaborative BA Program in Pastoral Ministry: University of the Incarnate Word and Mexican American Catholic College
2. **Logistical information** including the UIW PMIN # and the MACC # for the course; Meeting times; location; contact information for the instructor and office hours
3. **The Catalog description of the Course**
4. **Expectations** – see example...be concise and brief! You can verbally discuss over expectations, but keep the written expectations to a minimum;
5. **Clearly written and concise “outcomes” and “assessments”;**
6. **Course Texts** and required reading;
7. **Rubrics for Grading** that clearly describe the major assignments. You should also be brief in this section and make sure that you are following MACC policies on grading and assessment. You can always give them additional information and rubrics for particular assignments. Please keep your assignments realistic for undergraduates. Writing assignments should follow a recognized style.
8. **Scheduled class times** – refer to attached calendar for holidays, exams, etc. You do not need to provide detailed information about what each class will cover; however, you can be as detailed as you wish here.
9. **Academic Integrity Statement that exactly reads:** “The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the UIW & MACC Student Handbook for definitions and procedures for investigation of claims of academic dishonesty.”

10. Disability Statement that exactly reads:

Disability Accommodations:

The University of the Incarnate Word and MACC are committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education’s (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 286
Administration Building – Suite 105

San Antonio, TX 78209
(210) 829-3997
(210) 829-6078
www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word and MACC. It violates the University's/College's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word and MACC prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix

Appendix 7: Course Syllabus Sample Format

Collaborative BA Program in Pastoral Ministry:
University of the Incarnate Word and Mexican American Catholic College

COURSE OUTLINE

Logistics

(PMIN) SOCI 3425 Cultural Patterns of
U.S. Society
**Fall 2012– Tuesdays and Thursdays 9:20
- 10:35 p.m.**
Classroom – San Antonio Conf. RM

Arturo Chávez, Ph.D. & MACC Faculty
President’s Office: Guadalupe Student Center
Phone: Office: 732-2156, 7125 CELL: 259-1060
E-Mail: achavez@maccsa.org
Office Hours: Anytime by appointment

Catalog Course Description

This course will guide students in using social theory and research methods to explore and understand various cultural patterns that define contemporary U.S. society. Drawing from history, the arts, and modern mass media, students will identify and analyze social values, attitudes, mindsets, norms and behaviors that define U.S. culture. The course will study the cultural characteristics of the historically dominant culture, Native Americans, Euro-Americans, Anglo-Saxons, African Americans, Asians, Hispanics, and other groups who shape the unique identity of the United States as a pluralistic society. As a capstone course, the proposed outcomes are designed to assess the student’s breadth of knowledge and integration of general education subjects in the humanities, social and natural sciences, and mathematics. The course requires the students to demonstrate their grasp of key concepts in these subject areas through a self-directed research project which serves as an instrument of evaluation.

Expectations

- Students will use critical reflection skills to better understand their own culture and how culture influences their actions, beliefs, perceptions of power, and communication style.
- Students will engage in group discussion and interactive lectures by articulating their viewpoints and questions clearly, confidently, and respectfully.
- Students will attend and actively participate in all of the scheduled classes, complete all assignments, and take a final exam.
- Students will turn in class assignments promptly on the scheduled due dates.
- The student’s grade will be based on the following: active participation in the scheduled classes; the successful and timely completion of all assignments; and their performance on the quizzes and the final written exam.
- Specific instructions for each assignment and grading rubrics will be distributed and discussed in class. Students are expected to understand and follow these instructions carefully.

Expected outcomes and assessment for this course:

Outcome: Students will learn fundamental social theories about culture as a dynamic force that shapes personal and group identity.

Assessment: Participation in class discussions, quizzes, written assignments

Outcome: The student will have an introductory understanding of applied research methods for the study of cultural identity, patterns of intra and inter group behavior, the formation of values, and social norms.

Assessment: Research project, class discussions, quizzes.

Outcome: Students will refine their critical reflection skills and effectively articulate an introductory understanding of scholarly discourse on general cultural and sociological patterns in U.S. society; and particular cultural patterns of a minimum of three (3) identifiable, cultural groups in U.S. society.

Assessment: Through writing assignments, research project, and the final exam.

Course Texts:

Aguirre, Adalberto. *Racial and Ethnic diversity in America*. Santa Barbara, CA: ABC-CLIO, 2003.

Althen, Gary and Bennett, Janet. *American Ways, A Cultural Guide to the United States*, Third Edition. Boston: Intercultural Press, 2011

United States Conference of Catholic Bishops. *Welcoming the Stranger Among Us: Unity in Diversity*. Washington, D.C.: United States Catholic Conference, 2000.

V Grading

The grade for this course will be based on (1) regular, punctual attendance and active participation = 10% (2) 3 major assignments = 60 %, (3) periodic quizzes and a final oral exam on a research project = 30%

1. Punctual attendance and active participation in class – (10%)

This grade will be based on attendance and respectful contribution to general class discussion. Students with excessive, unexcused absences during the semester will forfeit a portion of their grade for class participation.

2. Major Assignments – (60%)

- #1 – Multicultural Historical Roots – (15%) Write a 10 page (double-space, 12 pt. font) paper that traces – in broad strokes – the multicultural, historical roots of the United States. The paper can be a general survey of historically significant events and trends or a more detailed look at particular events or groups that shaped the early history of the U.S. Some possible subjects include the following: the first inhabitants of the land, the African slave trade, the early waves of immigration and the Chinese Exclusion Act, Manifest Destiny and westward expansion, the U.S./Mexican War and its aftermath, the Civil War and its aftermath, and Jim Crowe and the Civil Rights Movements. **Due Sept. 11**
- #2 – Contemporary Expressions of Racial & Cultural Identities– (15%) Participate in an immersion experience and present your observations of contemporary expressions of racial and

cultural identities in U.S. Society. Some possible immersion opportunities include visits to local museums and cultural centers, places of worship, media and internet reviews, etc. Due no later than **Oct. 30**

- #3 – Integrative, Research Project – (30%) Students will work as a group to design and conduct a research project that will involve field work, data collection, quantitative and qualitative analysis, interpretation, and presentation of integrative knowledge of the cultural patterns of U.S. Society. Proposals are due **Oct 11** and the final presentation is due no later than **Nov. 29**

3. Periodic Quizzes on Assigned Reading & Final Oral Exam– (30%)

Students are required to complete all reading assignments. There will be 5 written quizzes scheduled during the semester to test the student’s grasp of the assigned readings and their attention to the class lectures. To do well on these, it may be necessary to read the assigned reading more than once, and to take notes as you do. If a student is absent for the quiz, he/she will receive 0 points for the quiz missed. Each quiz is worth 3 points towards the overall grade. A maximum of 5 points earned above 15 can be counted as extra credit towards the overall grade. A final oral exam will be the students’ final presentations of research findings. The dates of these final presentations will be negotiated with each student group and will be complete by **Nov. 29**.

V Scheduled Class Times:

August 21, 23, 28, 30

September 4, 6, 11, 13, 18, 20, 25, 27,

October 2, 4, 11, 16, 18, 23, 25, 30 (Mid Semester break - no class on Oct. 9)

November 1, 6, 8, 13, 15, 20, 27, 29 (Thanksgiving break - no class Nov. 22)

December 4, 6, and final exam TBA

Academic Integrity Statement

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the UIW & MACC Student Handbook for definitions and procedures for investigation of claims of academic dishonesty.

Disability Accommodations:

The University of the Incarnate Word and MACC are committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University/College ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 286
Administration Building – Suite 105
San Antonio, TX 78209
(210) 829-3997
(210) 829-6078
www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word and MACC. It violates the University's/College's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word and MACC prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.

Appendix 8: Faculty Information Form



UPDATED FACULTY INFORMATION

Instructor: _____ Semester: _____

Home address: _____ Home #: _____

_____ Cell/other #: _____

EMERGENCY #: _____

Personal Information (optional):

Spouse Name: _____

Employee Birthday: _____

Permission to give out your home phone or other number? Yes No

OFFICE HOURS:

MONDAY _____

TUESDAY _____

WEDNESDAY _____

THURSDAY _____

FRIDAY _____

SCHEDULE OF CLASS HOURS:

NAME OF COURSE	COURSE NUMBER	ROOM #	DAY(S)	TIME

Appendix 9: Sample Contract

**Mexican American Catholic College
10 Month Expiring Term Contract for Teaching Faculty with Administrative Duties**

The Mexican American Catholic College of Bexar County, Texas (hereinafter "MACC") and _____ (hereinafter "Employee") contract and agree as follows:

1. **Nature of Employment:** MACC agrees to employ Employee and Employee agrees to serve MACC in the job position of Associate Professor on the basis of an expiring term contract subject to the terms identified herein.

2. **Expiring Term:** This contract shall be for a limited time period or term commencing on _____ and ending on _____ unless sooner terminated in accord with the other provisions of this contract. No right of tenure, right of employment or expectancy of continued employment beyond the limited term identified in this paragraph is created by any terms of this contract, either expressly or by implication; and no right of tenure, right of employment or expectancy of continued employment exists by virtue of any policy, rule, regulation, verbal or other written representation, custom or practice adopted by MACC, including those of its Administrators and Board of Trustees.

3. **Compensation and Benefits:** MACC will pay Employee a salary of \$_____ for the 10 month term. Employee will be paid twice a month such that the salary is paid in 24 equal payments, over a 12 month term, plus employee benefits at the discretion of MACC. Deductions from pay include withholding tax, social security, pension, health insurance, and other items of a special nature to which Employee has agreed and as allowed by State and Federal law.

4. **Experience and Qualifications:** The obligations of MACC under the terms of this contract are specifically conditioned upon Employee's representations that employee is properly qualified to serve in the position specified in paragraph 1 herein. Prior to the effective date of this contract, Employee shall furnish to MACC all documentation required by MACC faculty and employee selection and hiring policy, including, but not limited to, written evidence of qualifications and experience as requested by MACC, documentation of employment eligibility per 1-9 requirements, and any other data necessary to complete the Employee's files for personnel and payroll purposes.

5. **Employee Performance of Duties:** Employee agrees to fulfill all regular duties of a full time faculty member, including teaching a maximum of 4 full semester courses, administering the class load, and fulfilling other reasonable duties as requested by MACC. *Additionally, Employee agrees to assist with writing projects as negotiated with the President.* Employee further agrees to abide by the lifestyle and professional guidelines of MACC as published in the Faculty Manual, as well as policies in the Personnel Policy Manual governing employee and faculty conduct, including, but not limited to, Computer/Internet Usage, Confidentiality, Drug and Controlled Substances Policy, Harassment, Payroll Deduction, Sexual Harassment, Standards of Conduct, and Workers' Compensation Policies. Employee also agrees to comply with polices set forth in the Faculty Manual, including the Intellectual Property, Oath of Fidelity, and Profession of Faith. Responsibilities of the faculty member include any pre and post semester faculty meetings, conferences, and commencement from January 1- May 31 for the Spring semester and August 1 - December 31 for the Fall Semester. The Employee has not

scheduled duties to fulfill during the entire months of June and July.

6. Mandatum Requirement: Employee agrees to seek a Mandatum to teach at MACC as provided by MACC procedure and guidelines.

7. Resignation: Employee may resign from the employ of MACC and choose not to serve MACC for the full duration of this contract by notifying the Academic Dean in writing not less than 30 days prior to the effective date of such resignation. At its discretion, MACC may accept the Employee's resignation and submit an earlier resignation date for the Employee than that identified by the Employee.

8. Discharge: MACC may terminate this contract for cause, as defined by MACC policy, at any time before, during, or after a school semester and without any prior notice.

9. Additional: By signing this document, 1) Employee is affirming his/her personal, continued and unreserved agreement to comply with the Personnel Policy Manual, Faculty Manual, MACC's Catholic Identity, and MACC's Mission Statement, and 2) Employee is further affirming that he/she has read the current versions of both the Personnel Policy Manual and the Faculty Manual. In case of any conflict between the language of this contract and the Personnel Policy Manual and the Faculty Manual, this contract controls.

10. Integration: This contract is subject to all applicable Federal and State laws, rules, and regulations. Invalidity of any portion of this contract shall not affect the validity of the remainder of the contract. This contract replaces all prior agreements, contracts, and representations regarding the subject matter of this contract. By signing this contract, Employee is agreeing that all prior contracts are null and void.

11. Offer of Employment: This contract shall constitute an offer of employment only, which shall terminate and expire at _____, unless prior to such time and date Employee shall have delivered to MACC, c/o the MACC Human Resources Department, a fully executed copy of this contract.

Employee Faculty Member

Date signed: _____

President / CEO of MACC

Date signed: _____

Appendix 10: Faculty Acknowledgement Form



I affirm that I have received, read, understand, and agree to all of the policies and procedures required of MACC faculty (fulltime, part-time, and adjunct) as defined in the MACC Faculty Manual.

Printed Name

Signature

Date