

January 22, 2008

the Bulletin

MESA COMMUNITY COLLEGE'S EMPLOYEE NEWSLETTER

Governor addresses education issues at annual breakfast

Education was the first item on the agenda during Gov. Janet Napolitano's speech at the annual East Valley Breakfast with the Governor at Mesa Community College. Napolitano spoke to MCC leaders, members of the East Valley Partnership and members of the East Valley Chambers of Commerce Alliance.

MCC Acting President Bernie Ronan kicked off the event with the presentation of Napolitano's own "agrobacterium tumefaciens C58 genome." The genome plaque represented the 2+2+2 biotechnology pipeline partnership between MCC, Mesa Public Schools and Arizona State University Polytechnic in which students are working on an integrated genome project. Representing the biotechnology departments from those institutions were Xan Simonson from MPS, Lewis Obermiller from MCC and Steve Slater from ASU.

"The governor has been a resolute defender of P-20 education since the day she took office," Ronan said. "Not only do we have an education governor in Janet Napolitano, but a P-20 governor as well."

Napolitano said the genome project represented the core of the P-20 emphasis she has worked on over the past five years. Her new proposals for education this year include:

- Double the number of college graduates by 2020. This is a possibility if community colleges and universities work together and use more aggressive recruiting in Arizona's rural areas.
- Provide fixed-rate tuition that would prevent annual hikes for a period of four years once a student entered college. This allows families to plan finances and provides an incentive to graduate in four years.
- Guarantee free tuition in Arizona for four years for any eighth-grade student who maintains at least a "B"



MCC Acting President Bernie Ronan presents Gov. Napolitano with a plaque representing the 2+2+2 biotechnology pipeline partnership between MCC, Mesa Public Schools and Arizona State University Polytechnic. The project integrates research-based curriculum at the high school, community college and university levels. The project also strengthens ties between academia and local bioindustry companies.

average during high school and stays out of trouble. Today's eighth-graders represent the Class of 2012, Arizona's centennial year.

Napolitano also called for continued economic development, increased use of renewable energy sources, continued pressure on the federal government for immigration reform, the development of a statewide transportation plan and the preservation of state trust land. She proposed initiatives to improve health care coverage through programs such as KidsShare and extension of young adult coverage.

Napolitano acknowledged a nearly \$1 billion budget shortfall for 2007-08, but asked the crowd to see past the shortfall. She outlined plans to reduce spending, streamline government, borrow money from the state's "rainy day fund" and bond new school construction so the state can fund what goes on inside the classroom.

"I believe our future is a bright one," Napolitano said. "We can manage the budget without sacrificing the long term."

Test your savvy about copyright law

When was the Copyright Act enacted?

How long are an author's original tangible expressions protected?



Name the three guidelines tests a teacher must answer to determine if the copying meets the Guidelines for Classroom Copying.

What are the four factors to consider when determining if copying without the copyright owner's consent is permissible?

The law allows the owners of a work's copyright exclusive right to:

1. reproduce all or part of the work
2. distribute copies of the work
3. prepare new (derivative) versions based on the original work
4. perform and display the work publicly
5. all of the above

Which of the following works is not protected by copyright?

1. motion pictures
2. computer programs
3. books
4. unpublished works
5. none of the above

The [answers](#) to the above questions are embedded in the article below and [highlighted in blue](#) for you convenience. Save yourself the expense and embarrassment of defending a copyright violation – Be INFORMED!

Use of Copyrighted Materials in Academia

Persons or entities that own copyrights are granted specific rights under copyright law regarding their works. This law allows the owners of a work's copyright exclusive [right to](#) – and sole discretion to determine who may – reproduce all or part of the work, distribute copies of the work, prepare new (derivative) versions based on the original work, and perform and display the work publicly.

Published and unpublished works are covered under copyright protection. Some of the various types of works covered are those which are literary, dramatic, or musical, as well as motion pictures, videos, computer programs, and databases.

The changing learning environment, which more often encompasses the use of new technology in the classroom, has created even greater concern for the awareness of issues related to the authority to reproduce another's work.

U.S. Copyright Law

Under the Copyright Act of 1976, an author's original tangible expressions are protected for the author's life plus fifty years. While the law for the most part gives exclusive right of reproduction to an author, Congress has provided an exception to this provision. Referred to as the Doctrine of Fair Use, this provision prescribes limited circumstances under which works may be reproduced without the owner's permission. Reproducing multiple copies of print materials in a classroom setting is the most common situation faced by faculty where the fair use concept may be applicable.

Section 107 of the Copyright Act sets forth four factors to be considered when determining if copying without the copyright owners consent is permissible. They are:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit education purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
4. The effect of the use upon the potential market for or value of the copyrighted work.

Courts have determined that these factors should be weighed together; no one factor determines a person's right to reproduce a copyrighted work. Education use alone does not justify copying a work without permission.

In order to provide a minimum standard for not-for-profit educational institutions fair use under Section 107, the Ad Hoc Committee on Copyright Law Revision, the Authors League of America and the Association of American Publishers, Inc., in 1976 issued guidelines for classroom copying with respect to books and periodicals

Guidelines for Classroom Copying

The guidelines provide that a teacher may copy any of the following for his or her scholarly research or use in teaching or preparation to teach a class:

- * A chapter from a book
- * An article from a periodical or newspaper
- * A short story, short essay, or short poem, whether or not from a collective work
- * A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

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A teacher may – without first obtaining permission from the copyright holder – make multiple copies (not to exceed more than one copy per pupil in a course) for classroom use or discussion, provided that the copying meet the guidelines tests of “brevity,” “spontaneity,” and “cumulative effect,” and that each copy includes a notice of copyright.

Brevity Test

Whether material meets the brevity test depends on the type of work one wishes to copy. A work of poetry meets the brevity test, for example, if it is a complete poem, fewer than 250 words in length, and printed on not more than two pages. An excerpt from a longer poem meets the test if the excerpt is no more than 250 words.

On the other hand, a work of prose meets the brevity test if it is either a complete article, story, or essay of fewer than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less. An illustration meets the test if it consists of one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

The brevity guidelines include an inclusive category termed “special works.” These are defined as certain works of poetry, prose, or “poetic prose” which often combine language with illustrations, are intended sometimes for children (and at other times a more general audience) and fall short of 2,500 words in their entirety. Special works may not be reproduced in their entirety; however, an excerpt comprised of no more than two of the published pages of a special work, and containing not more than 10% of the words found in the entire text thereof, may be reproduced.

Spontaneity and Cumulative Effect

A work one wishes to reproduce without permission passes the “spontaneity” test if it meets two conditions: the copying is at the instance and inspiration of the individual teacher, and the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to copy.

Finally, for material to meet the “cumulative effect” test, the copying of the material must be for only one course in the school where the copies are made; and not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, no more than three from the same collective work or periodical volume during one class term. “Cumulative effect” prohibits more than nine instances of such multiple copying for one course during one class term.

The guidelines prohibit unauthorized copying for the purpose of creating, replacing, or substituting for anthologies, compilations, or collective works. Also outlawed is unauthorized copying of works intended to be “consumable” in the course of study or teaching, including workbooks, exercises, standardized tests and test booklets, and answer sheets. Under the guidelines, unauthorized copying may not substitute for the purchase of books, publisher’s reprints or periodicals, or be repeated with respect to the same item by the same teacher from term to term. Finally, no charge shall be made to the student beyond the actual cost of the copying.

For more information, see www.maricopa.edu/legal/ip/guidelines.htm



Theatre Outback 30th Anniversary

Since opening its doors in 1978, Mesa Community College’s Theatre Outback has been an important venue for the college’s performing arts program and a community landmark. For 30 years, the 250-seat theatre has fostered the budding careers of thousands of students, welcomed community forums and hosted the President of the United States.

On Friday, MCC staff, students and community members will

gather together to celebrate the theatre’s anniversary with tours, performances and a fine arts display. The celebration is a collaborative effort by MCC’s art, dance, music and theatre departments.



When you mention performing and visual arts at MCC, these names are sure to surface. Left to right, Lyn Dutson-Theatre, Sue Anne Lucius-Music, Tina Rangel-Dance, Sarah Capawana-Art.

“The Theatre Outback is one of the community faces of MCC,” said Lyn Dutson, an MCC theatre arts instructor since 1969. “We have people come from Tucson, Glendale and all around Arizona come to see the shows. Then, once they know where it is, they show up for other things.”

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The theatre, built with an original price tag of about \$1.1 million, derived its name from the lack of buildings on the southern part of the campus at that time, making the area “out back” in regard to the main campus.

The opening of the theatre in 1978 allowed the MCC theatre program to grow. Previous theatre productions were performed in the student cafeteria or wherever there was space. The theatre, originally intended to be a lab for theatre students, has hosted several other events over the years, the most notable being an appearance by George W. Bush in 2004 to discuss his proposal for federal grant job training programs for community colleges.

invite

The venue’s primary purpose, however, has been to nurture and train the college’s students in all facets of the performing arts. Numerous musical, theatrical and dance productions have produced award-winning performances.

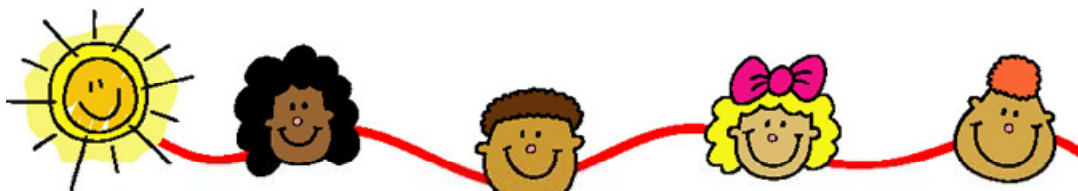
“We mentor students from the classroom to full productions,” Dutson said. “The students love it and the process produces actors, dancers, directors and writers for local theatre and even Hollywood. We tell students that you can apply what you learn to many career areas such as teaching or law.”

Dutson said they had one student who went on to work in Washington, D.C., training people to appear before the Supreme Court. MCC alumni who go on to successful careers sometimes return to the college to teach or produce original works.

“In recent years we’ve branched out and shown more original work and showcased work created in our own backyard,” said Marisa Estrada, a theatre employee since 1999.

Friday’s event will present a retrospective of past memories and coming attractions, hosted by Jim Mancuso, MCC’s Vice President of Academic Affairs. Mancuso, who directed one of the theatre’s first productions, looks forward to continued growth and success for MCC Performing Arts Program.

“From the beginning until now, performing arts has been a wonderful extension of what students expect from their experience at MCC and a way to find a dimension of themselves that can’t be developed in other ways,” Mancuso said. “In the future, we hope to provide additional venues and opportunities so students can develop these insights into themselves.”



Children’s Center

MESA COMMUNITY COLLEGE

Recognitions December 2007

The National Association for the Education of Young Children (NAEYC) has re-accredited MCC’s Children’s Center. The center is the first center in the Maricopa District to have achieved re-accreditation under NAEYC’s new accreditation standards. The Children’s Center acknowledges that this could not have accomplished without the continued support from the administration, Children’s Center teaching and administrative staff, and the MCC community. The center thanks them for their continued support of the program and looks forward to providing continued quality service to the students and families at MCC.

MCC Interior Design Faculty and Students Attend Green Build



Janice Jennings (Faculty), Cassandra Mehan (Student), and Courtney Van Horn (Student)

At 6:00 am MCC faculty and students board the plane headed for “the windy city” to attend the Green Build International Conference and Expo. We open the event brochure and begin to plan our three day itinerary. With more than 850 booths featured at the expo we realize an ‘expo day’ is in order. We meet up Thursday morning at 9:00am to begin our decent into ‘green’ product over stimulation! As Cassandra (MCC Interior Design Student) put it, “there were TONS of exhibitors at the fair. Having people there that I knew made me more open and confident... it helped give me the assurance to really explore the expo”.

Courtney (MCC Interior Design Student) found the Emerging Green Builders forum to be extremely beneficial “...

We were able to network with other young professionals at the forum. It was a great experience for me to see how many of my peers are supporting green building and sustainability. It really inspired me to continue on in my interests and practicing of green design.” Cassandra was struck by the speaker, Cameron Sinclair (Co-founder of Architecture for Humanity), who gave a presentation about pure and sustainable design. His main point was to design like you care. Design to make a difference. Some of the best designs come from uninhibited minds.”

“Spending three days at a professional conference with my students is revitalizing. Observing them interact with the industry partners, hail a cab for the first time, and buy slippers for their aching feet brings a smile to my face,” says Janice Jennings, Design Department Chair. We learned, we laughed, and we lived a special three days that could not be duplicated in a classroom environment.



The Green Build Expo features more than 850 booths.

Floriculture Career Event

Mesa Community College faculty and students organized the state-wide floriculture competition that took place at the Arizona State University Polytechnic campus.

The floriculture team from Mesquite High School took top honors as more than 90 high school students pinched plants, arranged flowers and identified plant species. The Mesquite team will be funded by the state organization to go to the national convention in Indianapolis. At nationals the awards include scholarships ranging from \$500 to \$3000.

Cindy Odgers, MCC’s agribusiness and horticulture program director and state superintendent for the Arizona FFA Floriculture Career Development Event, said this year’s event drew the most participants in the five years she has hosted the event.

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Odgers said the competition accomplishes multiple goals.

“This teaches community service to MCC students, gets the industry involved, and provides an opportunity to support high school agriculture students,” Odgers said.

Teams of four students each from Arizona high schools participated in the competition. Each student created a floral arrangement, a dish garden, a job resume and application, and a media-selling exercise.



<https://www.relianceindiacall.com/web/globalhome.aspx>

MCC students helped usher the high school students from one exercise to the next, judged exhibits, scored the exams and made sure the high school students had a successful experience. Odgers said the event attracted a wide variety of attendees.

“Floral design brings personal pleasure to people’s lives,” Odgers said. “We want to bring more information to everyone about floral arrangement education.”



MCC alumni and instructor helped judge high school students' work at the floriculture competition.

Left to right: Eva Gomez, Georgia Thacker and Tina Wright with MCC floral instructor Deanne Beachler.