FOREWARD

This document was prepared to provide new and continuing faculty an easy reference to information critical to performance as a faculty member at Cabrillo College. This is the 26th edition of the Guide, and I hope you find it useful in answering your questions. The College Catalog and the College Policy Manual are available for more complete information.

Please remember that staff members are ready to assist you personally when you request information or help. I would also like to acknowledge Beatriz Perez and Fran Guerrero from the Office of Instruction for their work in preparing this Faculty Resource Guide.

Renée Kilmer
Vice President, Instruction
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WHO WAS CABRILLO?

Cabrillo College is named after Juan Rodriguez Cabrillo, a 16th Century Portuguese explorer who “discovered” California while in the service of Spain.

After taking part in the Cortez victory over the Aztecs, Orozco’s expedition in Oaxaca, and the conquest of Guatemala, Cabrillo sailed from Guatemala with Alvarado’s fleet on its northwestern exploration in 1540.

Alvarado met his death on the west coast of Mexico, and Cabrillo assumed command of the expedition. On September 25, 1542, Cabrillo discovered San Diego Bay, naming it San Miguel. He visited Monterey Bay and discovered the Santa Lucia Mountains on his journey, which reached as far north as Point Reyes.

During the voyage in 1543 Cabrillo died. In 1935 the state legislature designated September 28th as “Cabrillo Day,” commemorating the anniversary of Cabrillo’s exploration in California.
HISTORY OF CABRILLO COLLEGE

Residents of Santa Cruz and Monterey Counties living in the San Lorenzo, Santa Cruz, and Watsonville High School Districts approved formation of a two-year college district in 1958.

The Governing Board, elected in January 1959, chose the name “Cabrillo College” and employed staff to begin instruction in September of the same year. More than 800 day and evening students enrolled in freshman classes in temporary quarters at the Watsonville High School campus; sophomores continued to attend neighboring junior colleges. The college added sophomore classes to its program in September 1960.

The Governing Board, assisted by citizen committees, selected the present campus site and proposed a $6.5 million bond issue during the first year. Voters gave a 77% “yes” vote to the proposal in June 1960.

Construction of the permanent campus in Aptos began in 1961, and more than 2,000 day and evening students enrolled at the new facility in September 1962. The campus was built to accommodate 2,500 students.

The College began construction of three additional major classroom structures in 1966. To help finance campus expansion, voters of the district gave an 81% “yes” vote on a $1.1 million bond issue in April 1965. Completion of these buildings increased campus capacity to 5,000 students.

A second expansion of campus facilities was made possible by approval of state community college construction funds in November 1972 and the passage of a local matching fund bond of $3 million in April 1973. Twenty acres of property on the ocean side of Soquel Drive were purchased, and four new buildings were constructed. In the 1990s, two buildings were remodeled and now house technology-related instruction.

In June of 1998, the voters again overwhelmingly supported the college by passing Bond Measure C for repairs, renovations and expansion of the existing campus, as well as expansion of outreach facilities.

A major expansion in off-campus offerings occurred in fall 1987 with the opening of the Watsonville Center. In 1993, the old Watsonville post office was remodeled by the City of Watsonville to house the Cabrillo College Watsonville Center. After the passage of Measure C in 1998, Cabrillo College worked closely with the City of Watsonville to purchase both the old Post Office building and the adjacent Comerica Bank site next door to provide a new and permanent home for the Watsonville Center. The expanded facility opened in fall of 2001. Enrollment at the Watsonville Center has grown to over 2,300 students.

The college opened a world-class Environmental Horticulture Center and Botanic Gardens in fall 2002, providing an exceptional site for teaching, learning, and community enjoyment. The new center is located on the hills above the Aptos campus with sweeping views of the Monterey Bay.

In March 2004, voters approved a $118.5 million bond measure. Recently completed projects include the new Student Activities Center (SAC) buildings, the Arts Education Classrooms (AEC), and the newly finished Health and Wellness Center, which opened for use in the summer of 2010.

Cabrillo’s Solari Green Technology Center will open for classes Fall semester 2012. The Solari Green Technology Center will house Cabrillo’s Construction and Energy Management program, which focuses on sustainable construction and building performance practices. The buildings have been designed to be adaptable to a variety of industrial technology oriented programs, enabling the college to offer training that is responsive to the needs of local and regional employers. The facility incorporates state-of-the-art, energy saving design features and technologies, making the building itself a teaching device.
MISSION STATEMENT

Mission  *  Vision

Mission Statement: Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career, and personal development goals.

Vision Statement: Cabrillo College is passionate about developing critical thinking, honing oral and written communication and enhancing global awareness, while cultivating personal and professional responsibility in our students. Exploration, innovation, creativity, and implementation of a variety of teaching methods, including technology literacy, are hallmarks of our approach to learning. We help students of varying skill levels achieve their potential, and consider everyone in the college part of a community of learners who are treated with dignity and respect. Cabrillo College supports a climate of diversity, self-empowerment and sustainability, with a strong sense of social justice.

As an integral part of Santa Cruz County, Cabrillo College is an accessible gateway to prosperity that provides education for all, supporting the local economy and improving economic vitality. We serve students who have goals of transfer, career preparation, basic skills, personal fulfillment and retraining through an inclusive and effective learning environment. Students will leave with greater knowledge and a richer expectation of themselves.

COLLEGE CORE COMPETENCIES:

To achieve our mission, the Cabrillo College community works together to help students master our four college competencies. The Core 4 represent the major skills that all students need to succeed. The college is committed to fulfilling this promise. When our students have met the requirement for the A.A. or A.S. degree requirements or have completed the general education sequence, they will be competent in:

- **Communication**: Reading, Writing, Listening, Speaking and/or Conversing
- **Critical Thinking and Information Competency**: Analysis, Computation, Research, Problem Solving
- **Global Awareness**: An appreciation of Scientific Processes, Global Systems and Civics and Artistic Variety
- **Personal Responsibility and Professional Development**: Self-Awareness, Social and Physical Wellness, Workplace Skills

STUDENT LEARNING OUTCOMES:

Student learning outcomes define what students can do when they have completed a course, a certificate or a degree. They are the goals and skills that they have achieved through their study. The four college core competencies are the student learning outcomes for our A.A. and A.S. degrees and the general education sequence. The College has defined SLOs for every certificate and every course offered on campus. Students must demonstrate competency in the SLO to pass the course or be awarded the certificate or degree.

PRIMARY FUNCTIONS:

- **Transfer Education**: to provide lower division general education and major preparation courses leading to an associate degree and/or to transfer to a four-year college/university;
- **Occupational Education**: to provide education and training in selected occupational fields leading to job entry, advancement, retraining and certification and to associate degrees.

ESSENTIAL TO THE PRIMARY FUNCTIONS:

- **Basic Skills Education**: to provide transitional education programs and courses for students needing preparation to succeed in college-level work;
- **Student Support Services**: to provide student support services that enhance student success.

AUTHORIZED FUNCTION:

- **Noncredit Education and Self-Supporting Programs**: to offer continuing education responsive to the professional, cultural and developmental needs and interests of the community.
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<td>2600</td>
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<td>Weather Station</td>
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*SAC = Student Activities Center Buildings (E= East Building; W = West Building)*
### Cabrillo College Academic Calendar 2012-2013

**Fall 2012**  
*Summer Sessions: June 18 - July 13 (4 week) and June 18 - July 27 (6 week)*  
*Flex Days: August 20-24; Fall Semester: August 27 - December 15*

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| 4 Holiday | First 4-Week: 6/18 - 7/13  
6-Week: 6/18 - 7/27 |
| 5 6 7 8 9 10 11 12 13 14 | 15 16 17 18 19 20 21 | 22 23 24 25 26 27 28 29 30 31 |
| 23 24 25 26 27 28 29 30 31 |

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<td>3 Holiday: Labor Day</td>
<td>19 20 21 22 23 24 25 26 27 28 29 30 31</td>
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24 CCEU negotiated holiday: college closed |
| 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |
| 22-23 Thanksgiving Holiday: no classes | 25 Holiday  
26 - 31 Board Holidays: college closed |
Spring 2013

Wintersession: suspended (or Jan 2 - 29 if suspension is lifted)

Flex Days: February 4 – 7; Spring Semester: Feb 11 - June 8

January 2013

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January

1  Holiday: New Year's Day
21 Holiday: MLK

February

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February

8  Holiday: Lincoln Day Observed
11 Spring Semester begins
18 Holiday: Washington

March

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March


April

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April

Spring Break -- April 1 - April 6

May

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May

27 Holiday: Memorial Day

June

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June

Spring Finals -- June 3 - June 7
7  Graduation
8  End of Spring Semester

Summer 2013: TBD
EXTENDED HOURS: First Week of Classes Only
August 27 – August 31, 2012

A&R, Counseling, Financial Aid, Student Affairs
Monday – Thursday 8:00 a.m. – 6:00 p.m.
Friday 8:00 a.m. – 5:00 p.m.

Bookstore
Aptos: Monday – Thursday 7:45 a.m. – 8:00 p.m.
Friday 7:45 a.m. – 4:00 p.m.
Saturday 10:00 a.m. – 2:00 p.m.
Watsonville (week 1):
Monday – Thursday 9:00 a.m. -11:00 a.m. & 4:00 p.m. – 7:00 p.m.
Watsonville (week 2):
Monday – Thursday 9:00 a.m. -11:00 a.m. & 4:00 p.m. – 6:00 p.m.

College Bank
Monday and Tuesday 8:30 a.m. – 5:00 p.m.
REGULAR SEMESTER OFFICE HOURS & TELEPHONE NUMBERS

(Office hours may vary and/or change with availability of staffing. Please call for most recent schedule.)

General Information – 479-6100

Admissions and Records
Aptos Campus – Bldg. 100– 479-6201
Monday 8:00 a.m. – 6:00 p.m.; Tuesday – Thursday 8:00 a.m. – 5:00 p.m.
Friday 9:00 a.m. – 12:00 noon

Watsonville Center 786-4701
Monday-Thursday 9:00 am – 6:00 pm; Friday 9:00 am – 12:00 noon

Assessment—SAC West—479-6165
Monday – Thursday 8:30 a.m. – 4:30 p.m.; Friday 9:00 – 12:00 noon

Bookstore—SAC East—479-6209
Aptos campus: Monday–Thursday: 7:45 am – 6:30 pm, Friday Closed
Watsonville campus: First two weeks only
week 1: Monday – Thursday 9:00 a.m. -11:00 a.m. & 4:00 p.m. – 7:00 p.m.
week 2: Monday – Thursday 9:00 a.m. -11:00 a.m. & 4:00 p.m. – 6:00 p.m.

College Bank – Bldg. 100– 479-6376
Monday-Thursday: 9:00 am – 3:30 pm, Friday: 9:00 am – 12:00 noon

Computer Technology Center – 477-5286
Aptos campus: Monday–Thursday: 8:30 a.m. – 8:45 p.m.; Friday: 8:30 a.m. – 3:45 p.m.
Saturday: 9:00 am – 4:45 pm, Sunday: Closed
Watsonville campus: Monday–Thursday: 8:00 a.m. – 7:45 p.m.
Friday 8:00 a.m. – 3:45 p.m.; Saturday 9:00 a.m. – 12:45 p.m.

Counseling – Bldg. 100 – 479-6274
Aptos: Monday 8:00 am – 6:00 pm; Tues. & Weds. 8:00 am – 5:00 pm.; Thurs. & Fri. 8:00 am – 3:00 pm
Watsonville: Mon. – Wed. 9:00 am-6:00 pm; Thurs. 9:00am-3:00pm; Fri. 9:00am-1:00pm

Career Center—Bldg. 100—479-6385
Please see website for hours: http://www.cabrillo.edu/services/transfercenter/
Watsonville Center 786-4734 Please call for more information

Financial Aid Office – Aptos Campus, Bldg. 100 – 479-6415
Aptos: Mon 8:00 am – 6:00 pm; Tues.-Thurs. 8:00a.m – 5:00 pm, Fri: 900am-12:00 noon

Watsonville Center – 786-4700
Please see website for specific department hours: http://www.cabrillo.edu/services/watsonville/

Student Health Services – Bldg. 900 – 479-6435 (Aptos); 786-4738 (Watsonville)
Please see website for hours: http://www.cabrillo.edu/services/health/

Library/Learning Center – Bldg. 1000 – 479-6473
Monday – Thursday: 8:00 am – 8:00 pm, Friday: 9:00 am – 4:00 pm
(Closed Saturday, Sunday and Holidays)
Watsonville ILC: 786-4755
Mon.-Thur. 8:00 am-8:00pm; Fri. 8:00 am-4:00 pm
ADMINISTRATION

Dr. Brian King
President/District Superintendent
Executive Assistant: Dominique Hansen (831) 479-6306

Dr. Renée Kilmer
Vice President/Assistant Superintendent, Instruction
Executive Assistant: Beatriz Perez (831) 479-5077
Assistant: Fran Guerrero (831) 479-6453

Victoria Lewis
Vice President/Assistant Superintendent, Business
Executive Assistant: Tatiana Bachuretz (831) 479-6292

Dennis Bailey-Fougner
Vice President/Assistant Superintendent, Student Services
Executive Assistant: Sandi Moore (831) 479-6317

Dr. Isabel O’Connor
Dean, Human Arts and Social Sciences (HASS)
Belem Ruiz, Instructional Division Assistant (831) 479-6348
Raneta Pomeroy, Instructional Division Assistant (831) 479-6297

Sesario Escoto
Dean, Student Affairs
Assistant: Lois Christos (831) 477-3584

Wanda Garner
Dean, Natural and Applied Sciences (NAS)
Norma Pena, Instructional Division Assistant (831) 479-6328

John Graulty
Dean, Visual, Applied and Performing Arts (VAPA)
Linda Stinger, Instructional Division Assistant (831) 479-6464
Julie Herzog, Instructional Division Assistant (831) 479-5079
Andree LeBourveau, Instructional Division Assistant (831) 479-5255

Rock Pfotenhauer
Dean, Instruction for Career Education and Economic Development
Assistant: Evie Alloy (831) 479-6481

Dr. Margery Regalado-Rodriguez
Dean, Counseling and Educational Support Services
Assistant: Barbara Rigg
(831) 477-3242

Dr. James Weckler
Dean, Business, English and Language Arts (BELA)
Glenn Dixon, Instructional Division Assistant (831) 479-6400

Dr. Kathie Welch
Dean, Health, Athletics, Wellness & Kinesiology (HAWK)
Elissa Kurk, Instructional Division Assistant (831) 479-5087
Paths to Representation on the College Planning Council

CPC Meets 1st and 3rd Wed. Room SAC 225, 2PM, Info and Agenda
Dominique Hansen X6306

Oral communications - 2 minutes at any CPC meeting, non agenda items only

College President
Brian King X6302

CCEU
Stephanie Stainback
X 5035

or

CCFT, President
Paul Harvell x5217

or

CCFT
Barbara Schultz-Perez
X6244

or

CCEU Classified
Jill Gallo
X6280

or

Confidentials
Diane Goody X5618

or

PROFESSIONAL
AND WORKLOAD
CONCERNS

YOU Choose a path depending on the nature of your question or concern. “Or” means that you may choose any representative. There is no “Chain of Command”.

Faculty Senate President
Michael Mangin x6227

Faculty Senate
Dan Rothwell
X6511

Faculty Senate
Immediate Past President
Steve Hodges X6494

Faculty Senate

OR

Admin/Manager Rep.
Graciano Mendoza X6279

←→← Admin Manager

Student Representative
X6231 (message)
←→←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←←<|
INSTRUCTIONAL DIVISIONS AND DEPARTMENTS

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<th>Office of Instruction</th>
<th>SAC West 213</th>
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<tr>
<td>Dr. Renée Kilmer, Vice President</td>
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<td>Beatriz Perez, Executive Assistant</td>
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<td>Dawn Zizzo, Senior Accounting Specialist</td>
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<tr>
<td>Fran Guerrero, Confidential Dept. Assistant</td>
<td>6453</td>
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<tr>
<td>Rick Fillman, Institutional Research Analyst</td>
<td>(477)5281</td>
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**Instructional Procedures Analysts**
Dale Attias .................................. (477)-5679  
Laurie Hedin .................................. 5097

**Articulation & Honors**
Transfer & Career Center 132  
Carolyn Jackson, Counselor ................. 6272

**Business, English and Languages Arts**
Room 301  
Dr. James Weckler, Division Dean .......... 3248  
Sandra McCann, Division Coordinator .... 6361  
Glenn Dixon, Instructional Division Assistant 6400  
Dawn Zizzo, Division Accounting Specialist 5733  
Accounting & Finance – Mo Hassan  
Business & Real Estate – Mo Hassan  
Computer Applications/Business Technology – Calais Ingel  
Academy for College Excellence – Diego Navarro  
English – Adela Najarro  
English as a Second Language – Jason Malone  
Journalism – Bradley Kava  
Reading – Nancy Phillips  
World Languages – H. Jake Siskin

**Health, Athletics, Wellness, & Kinesiology**
Room 1102  
Dr. Kathleen Welch, Division Dean .......... 6389  
Marian Apra, Division Coordinator .......... 6523  
Elissa Kurk, Instructional Division Assistant 5087  
Peter Leuck, Division Accounting Specialist 6594  
Adaptive Physical Education – Micki Witzig  
Athletics – Dale Murray (Athletic Director)  
Dental Hygiene – Bridgee Clark  
Health Science & Human Services – Patrick Meyer  
Kinesiology – Omnie Killefer  
Medical Assistant – Pamela Sanborn  
Nursing – Dorothy Nunn  
Radiologic Technology – Ann Smelzter  
Stroke Center – Debora Bone (Director)

**Human Arts and Social Sciences**
Room 420  
Dr. Isabel O’Connor, Division Dean .......... 6383  
Carena Dewis, Division Coordinator .......... 6384  
Belem Ruiz, Instructional Division Assistant .... 6348  
Raneta Pomery, Instructional Division Assistant .... 6297  
Christina Lee, Division Accounting Specialist(477)-3538  
Anthropology – Kristin Wilson  
Archeological Technology – Dusty McKenzie  
Communication Studies – Dan Rothwell  
Culinary Arts and Hospitality Management – Eric Carter  
Early Childhood Education – Jean Gallagher-Heil  
Economics – Rory O’Brien  
Education – Mary Soltes  
Geography & Meteorology – Rory O’Brien  
History – Rory O’Brien  
Philosophy – Claudia Close  
Political Science – Rory O’Brien  
Psychology – David Douglass  
Public Safety – Harry Bidleman  
Sociology & Women’s Studies – Teresa Macedo

**Instruction for Career Education & Economic Development**
Rooms 2100AB&C  
Rock Plotenhauer, Dean .......................... 6482  
Evie Alloy, Administrative Assistant ............... 6481  
Bruce McAdam, CEED Fiscal .................... (477)-3512  
Leslie Read, Coordinator, CEWE ................ (477)-5650  
Teresa Thomae, Director SBDC .................... 5040  
Shelley West, CEED Accountant ................. (477)-5645

**Natural & Applied Sciences**
Room 701  
Wanda Garner, Division Dean ................. 6329  
Sara Doub, Instructional Division Coordinator .................. 6327  
Norma Pena, Instructional Division Assistant .......... 6328  
Patty Nelson, Division Accounting Specialist .......... 6335  
Astronomy – Rick Nolthenius  
Biology – Robin McFarland  
Chemistry – Albi Romero  
Computer Information Systems–Sue Nerton  
--Computer Networking & System Admin. – Rick Graziani  
(Contact)  
--Computer Support Specialist – Gerlinde Brady (Contact)  
Computer Science – Sue Nerton  
Construction and Energy Management – Chuck Mornard  
Engineering – JoAnn Panzardi  
Engineering Technology – Gary Marcoccia  
Environmental Science – Dave Schwartz  
Geology – Dave Schwartz  
Horticulture – Peter Shaw  
Mathematics – Jennifer Cass  
MESA – Sue Tapper  
Oceanography – Dave Schwartz  
Physics – Joseph McCullough  
Welding – Gary Marcoccia

**Visual, Applied and Performing Arts**
VAPA 1007  
John Graulty, Division Dean .................... 6336  
Sherida Lincoln, Division Coordinator .......... 6288  
Julie Herzog, Instructional Division Assistant .................. 5079  
Linda Stinger, Instructional Division Assistant .......... 6464  
Andree LeBourveau, Instruction Division Assistant ....... 5255  
Wendy Scott, Division Accounting Specialist (477)-5661  
Art History – Brian Legakis (Contact Person)  
Art Studio – Tobin Keller & Rebecca Ramos  
Cabrillo Stage – Jon Nordgren  
Dance – Regina DeCosse  
Digital Media – Francine Van Meter  
Music – Michele Rivard  
Photography – Gordon Hammer & Susan Hoisington  
Theater Arts/Drama – Skip Epperson

**Library/Learning Resources Center**
Georg Romero, Director ....................... 6536  
Antonio Alarcón, Tutoring Coordinator ............... 6470

**Teaching and Learning Center**
Francine Van Meter, Director .................... (477)-6191  
Kip Nead, LIA ................................ 5030

**Education Centers**
Dr. Rachel Mayo, Dean ......................... 786-4710  
Olga Diaz, Administrative Assistant (Watsonville) .......... 786-4753
OTHER CABRILLO RELATED INFORMATION

The following details will be helpful to you as you carry out your responsibilities for the semester:

KEYS

Keys for college rooms, file cabinets, desks, etc., are distributed by Division Offices and may require ordering of keys through Safety and Protective Services/Campus Sheriff’s Office, utilizing a Key Request Form. Key Request Forms must be signed by the appropriate administrator and forwarded to the Sheriff’s Office. Keys are not to be requested for or given to students. Keys must be returned at the end of your employment.

ENERGY/LIGHTS

Please, help Cabrillo minimize our carbon footprint! Be “green” and keep costs down by turning off your classroom and office lights, computers and equipment when they are not necessary, and when you leave.

SMOKING POLICY

(See Board Policy 6120)

In the interest of health and safety for students, visitors and staff, SMOKING IS PROHIBITED at all Cabrillo College locations, both indoors and out, EXCEPT IN DESIGNATED SMOKING AREAS. For offsite class locations, local smoking ordinances apply. If you smoke, you are asked to comply with this policy. If you would like to break the habit, contact the California Smoker’s Helpline at (800)766-2888.

COPIERS

For the convenience of all faculty, a copier is located in the staff lounge, and also in division offices. Refer to your division assistant for any entry codes necessary for operation of copy machines. Jobs of over 20 copies should be submitted to Duplications. For more information about Duplications, please refer to the later section in this Guide or go to Duplications webpage for hours and forms: http://www.cabrillo.edu/internal/duplications/

CHANGES OF CLASS DATE OR TIME

In rare cases you may find it necessary to change the time, date and/or location of a class meeting. When your class does not meet in the scheduled room at the scheduled time and date, it is imperative that you notify and receive approval from your Division Dean, who will then provide the information to the Instruction Office. Notification of changes in class time, date or location must be made at least 24 hours in advance – except in extreme emergencies – in order that we can answer inquiries or deliver messages to you or to students. If you encounter an extreme emergency after normal division office hours and you are unable to contact your Division Dean, please contact the on-duty Evening Administrator at (831)809-0363.

Field trip approval forms are available in the Division Offices and must be completed and submitted at least seven days in advance to your Division Office for approval.
PARKING PERMITS

Parking permits are required for parking on campus both day and night. All lots are clearly marked with signs that indicate at what times students, staff or visitors can use that particular lot. Visitors without permits may use the meters in the visitor lots (Parking B is a 45 minutes limit and under the SAC Buildings is a one hour limit) or purchase day permits from vending machines in the student lots or from the Campus Sheriff’s Office. Lots D, E, H, I and J are reserved for staff in the evening. Staff members are entitled to two parking permits: the first parking permit is free, and the second costs $2.00. Expiration dates for parking permits are printed on the permit, and the Business Office will issue reminders about when to obtain new permits. Typically, permits expire on October 1st, and are generally available at the College Bank beginning the second week of August.

You must bring your new hire letter or staff ID (obtainable from the Human Resources Department during your orientation process) to pick up a parking permit.
ALTERNATIVE CREDIT

The alternative credit process is intended to provide an opportunity for faculty, contract and adjunct, to earn advancement on the salary scale by methods other than attendance at college level classes. It was originally targeted to faculty members in the vocational, arts and literature areas so they could earn credit for “doing what they do,” but other faculty have also found the process useful. See Appendix “S” of the CCFT contract for precise language regarding the process.

The Sabbatical Leave Review Board reviews applications for alternative credit and approves those that will be eligible to earn credit. Credit may be earned only for MAJOR activities and accomplishments above and beyond the normal duties expected of a faculty member.

Examples of projects which have been approved in recent years:

- Performance (dance, theater, music)
- Completion of a manuscript of a novel/book
- Preparation of an article for publication in a professional journal of good repute
- On-site experience in a vocational field (e.g., dental hygiene) related to, but not included in, teaching responsibilities
- Production of a textbook
- Consulting in private industry (related to teaching assignment)

Examples of projects not approved:

- Lecture of Rotary or similar (part of job)
- Service in professional organization (part of job)
- Conference attendance (part of job)
- Travel study (available through college courses)
- Preparation of course syllabi (part of job)

APPLICATION: Alternative Credit applications must be submitted to the Instruction Office for consideration by the Sabbatical Leave Review Board within one year of the completion of the Alternative Credit Project. Applications will be considered one a semester. Credit will be granted only with approval of the application by the Sabbatical Leave Review Board (see Appendix “S”).

Completed projects, with signature from the appropriate Dean, must be submitted to the Instruction Office. One may earn up to 9 units per salary column. One unit is available for every 48 hours of activity on an approved project.

Alternative credit projects which complete necessary units for a salary schedule column advancement must be submitted with documentation of completion and approved by the Sabbatical Leave Review Board (see SLRB schedule -- available online on the TLC website -- for approval timelines) and Vice President of Instruction prior to the CCFT Appendix “S” contract deadline to Human Resources (November 1). To ensure SLRB review by this date submit request no later than September 30.
APPENDIX “S”

ALTERNATIVE CREDIT GUIDELINES

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- Service in professional organization (part of job)
- Conference attendance (part of job)
- Travel study (available through college courses)
- Preparation of course syllabi (part of job)

3. To apply, you must submit a completed application form (Appendix S-1), signed by the appropriate administrator, to the Vice President, Instruction.

4. The project must have been either completed within the past year, or be in process, or be proposed for the future in order to qualify for SLRB consideration.

5. You may earn no more than 12 units per pay column by this method (i.e., the other three needed for advancement must still be earned via coursework). One unit toward salary advancement is awarded for every 48 hours of activity on an approved project.

6. Copies of the negotiated agreement and the application form are available in the CCFT contract.

7. Please contact your appropriate administrator or a member of the Sabbatical Leave Review Board for further information.

8. If an alternative credit project completes the units for a salary schedule column advancement, all processes (proposal submission to Vice President of Instruction, Sabbatical Leave Review Board approval, and submission of documentation of completion to Vice President, Instruction), must be completed, approved, and submitted by the VP for Instruction to Human Resources by November 1st of the year in which the salary change is requested.
STATEMENT OF ACADEMIC FREEDOM

Cabrillo College District recognizes that academic freedom provides a foundation for intellectual stimulation and development and academic success in the teaching environment. The District also recognizes that academic freedom is fundamental to the protection of teachers’ and students’ rights.

Academic freedom encompasses the freedom to study, teach and express ideas, including unpopular or controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth.

Protecting academic freedom is the responsibility of the college community. In a climate of openness and mutual respect, the college protects and encourages the exchange of ideas, including unpopular ones, which are presented in the spirit of free and open dialogue.

To this end, academic freedom shall be assured, subject to limitation imposed by law and by the academic standards of the college and the state.
Since peak enrollment in Fall 2008, measures of the size of the college have trended down – Spring 2012 is no exception. Other, persistent long-term trends include a gradual increase in the proportion of full-time students and an increase in the proportion of Latino students in Cabrillo’s student body.

Relative to Spring 2011, student headcount has decreased by 3.5% to 13,617 (vs. 14,108 one year ago). The number of units enrolled by each student has increased, on average, by about 0.07 units (or 0.8%), relative to last year. As a corollary, the proportion of full-time students (those taking 12 or more units) increased to 31.8% of headcount from 31.1% in Spring 2011.

All campus locations have experienced decreases in student headcount. For example, Aptos is down 383 students, Watsonville is down 235 students, and Scotts Valley is serving 102 fewer students than at this time one year ago. Enrollment in online course sections has decreased by 217 students as compared with Spring 2011.

The college is serving larger numbers of Hispanic/Latino students. This continues to be the only ethnic group whose numbers are increasing - growing by 4.3% (191 students) relative to Spring 2011. Hispanic/Latino students presently represent 34.0% of total headcount (the percentage is the same as reported at Fall 2011 Census.) Virtually all other groups declined both in proportion and in absolute numbers, with Whites declining from 55.6% to 53.8% of student headcount since last spring.

It is worth noting again that ethnicity data collection procedures were changed in Summer 2009, in compliance with the U.S. Department of Education mandates. The new procedure asks all respondents to first identify themselves as either Hispanic or non-Hispanic. It also allows respondents to identify with multiple ethnicities. Only students who have applied and registered since Summer 2009 have encountered the new ethnicity questions. Continuing students were not re-surveyed; their earlier responses (to a single-choice survey) remain in the system. As more and more students encounter the new version of the survey, there is greater opportunity for selection of multiple ethnicities. This is the likely explanation for the 32.8% increase in the number of students selecting multiple ethnicities in Spring 2012 as compared with one year ago.

Student enrollment status in Spring 2012 is characterized by an increase in the proportion of continuing students from 69.7% of headcount to 70.9%, and a slight increase in the proportion of new students, from 10.9% to 11.1% of total headcount. The number of concurrently enrolled high school students decreased from 3.5% to 2.7% of headcount.

In Spring 2012, the relative proportion of students in the youngest age ranges (ages 17 and under) and the proportion of students in the older age ranges (ages 41-60) both declined as compared with one year ago. Students in the middle age ranges generally maintained their proportions, with a slight increase observed in the proportion of those in the 21-25 age range (from 25.9% of headcount in Spring 2011 to 26.7% of headcount in Spring 2012.

A census web page is available through the Planning & Research Office (PRO). In addition to the college-wide census report comparing Spring 2012 with Spring 2011, location-specific reports are compiled and posted for each of the five locations – Aptos, Online, Santa Cruz, Scotts Valley, and Watsonville. These reports, as well as reports from prior semesters are available at: http://pro.cabrillo.edu/pro/census_reports/census.html.
Statistical information can be found at the following link:
http://pro.cabrillo.edu/pro/factbook/

For statistical graphs and charts on the following reports please go the appropriate links:

**Fall Semester Headcount at Cabrillo**  
http://pro.cabrillo.edu/pro/factbook/Fall_Headcount2011.pdf

**Historic Headcount**  

**New, Returning and Continuing Students**  

**Student Age by Semester**  
http://pro.cabrillo.edu/pro/factbook/Age_by_Term2011.pdf

**Age of Students**  
http://pro.cabrillo.edu/pro/factbook/Mean_Med_Age2011.pdf

**Educational Background**  

**Headcount by Ethnicity**  
A. INSTRUCTORS’ RESPONSIBILITIES

College teaching is a highly demanding profession. It requires of all instructors not only expertise in the teaching field, but creative use of instructional techniques, mature judgment, an open mind, and a keen interest in the students’ welfare. Cabrillo’s reputation of excellence is based on the ability of its faculty to fulfill these responsibilities of teaching with integrity, energy and good humor. Providing quality education is our top priority.

Faculty members have these major responsibilities:

TO STUDENTS:

- to inform students, in writing, about course requirements, grading and attendance policies
- to provide a classroom environment for learning that will not only stimulate intellectual curiosity but motivate students to do their best
- to teach
- to confer with individuals on their progress toward the course goals
- to help students solve study problems and to evaluate their potential achievement in fields familiar to the instructor, especially those in his/her own career and vocational area
- to know what services are available at Cabrillo and refer students with physical, emotional, learning, or other problems not in the instructor’s area of expertise to resources on campus
- to follow up with struggling students and to encourage their continued success in the class

TO THE COLLEGE:

- to provide instruction in accordance with the Mission Statement and objectives of Cabrillo College
- to provide instruction in classes according to established course outlines and in accordance with the description in the college catalog
- to meet each class at the regularly scheduled time for the full time allotted
- to maintain accurate attendance and scholastic records of students and submit required reports, including grades, according to deadlines
- to add students during the add period, up to the maximum expected enrollment for the class
B. PREPARING FOR THE FIRST CLASS

BEFORE THE FIRST CLASS MEETING, remember to:

1. Turn in all required paperwork to the Human Resources office (i.e., transcripts, TB test results, etc.).

2. As soon as you are hired, obtain a course outline from the Division office for the courses you will be teaching.

3. Ask what the expected enrollment will be for the course. Should the course be limited to 25 or 30 students, you will then know how to determine what spaces, if any, are available to students wishing to add on the first day.

4. Submit a textbook order to the Division for approval. If texts have already been ordered, the Division Assistant will assist you in obtaining a desk copy from the publisher. Textbook orders should be made well in advance of the class in accordance with the bookstore timelines.

5. Begin to familiarize yourself with the learning resources available to you and your students (library books, software, Reading Center, Writing Center, Computer Technology Center, Math Learning Center, Teaching and Learning Center, etc.).

6. Acquaint yourself with the services available to students: tutoring, counseling, financial aid, special programs for the disabled, and MESA, for example.

7. Plan your course to ensure that you cover all relevant material and allow time for review before the final examination. (Whenever possible, PROVIDE STUDENTS WITH OPPORTUNITIES TO RESPOND IN WRITING TO ASSIGNMENTS.)

8. Check to see if the class you are teaching possesses a prerequisite. If so, speak with your Division Administrator about methods of enforcement.

9. Write and have duplicated a course syllabus containing information about the course goals, texts, requirements, grading system and attendance policy you will use. Have your course syllabus ready to distribute during the first class meeting, and for all students joining your class late. Student Learning Outcomes should be included as part of the course syllabus. See your Division Office for sample syllabi.

10. Download your Opening Class Roster from Web Advisor. For instructions, ask your Division Assistant. Room assignments are listed on the top of the Roster.

11. Review the instructions attached to the Grade Roster.

12. Order a key to your classroom, if needed, through your Division Office.

13. Arrive before the scheduled beginning time of the class. This will let your students know that you expect punctuality and that they can expect you to come early to confer with them.

C. THE FIRST CLASS SESSION

1. Introduce yourself. Write your name, course and section number, meeting times and days on the chalkboard or whiteboard.
2. Distribute the class syllabus and go over the information on them. Encourage questions about the course requirements, prerequisites, grading and attendance policies.

3. Tell students how they may contact you outside of class (a telephone number, a regularly scheduled office hour, an email address or whatever will work best for you and them).

4. Review college regulations. Note that no drinking or eating is permitted in the classroom, smoking is allowed only in designated areas, and alcohol is not allowed on campus. Parking is by permit only in all Cabrillo lots.

5. Try to learn a little about your students at the first class session. Students appreciate being called by name. Make an effort to learn names as soon as you can.

6. Call the roll. Wait until the end of the scheduled time to drop any student who does not attend the first class meeting. This allows those who get lost or have trouble parking the time they need to find the classroom.

7. At the end of the class period, or at the next class session, add students from the waiting list until the enrollment reaches the maximum allowed for your course. Your class waitlist will be included at the end of your WebAdvisor Class Roster. Students can only add your class, once class starts, using an Add Codes which you will provide them from WebAdvisor.

8. Meet for the entire scheduled time and have the students learn something that first class session. DO NOT LET IT BE A “THROW AWAY” SESSION. Why? First, because we don’t have enough time in the semester as it is. Second, the initial class session is the one that creates lasting first impressions and expectations. These need to be positive.

The seasoned faculty among us have found that the first day of class sets the tone for the whole semester. When you arrive promptly, provide evidence of careful planning, conduct class in a friendly businesslike manner, assure that a meaningful learning experience takes place that very first meeting, and that students get acquainted with each other and with you — you are letting students know that they will find learning in your classes is both challenging and fun. Cabrillo has achieved its reputation for teaching excellence by our faculty members’ effective use of these techniques and true ownership of these responsibilities.

D. AFTER CLASS

1. Erase the chalkboard, turn off the lights and, if applicable, computers and close the door. If you have moved or disconnected equipment (such as the forum podium), please return it to its working condition.

2. Keep track of the “No Shows” and remove those students from the WebAdvisor roster before the Census Date.

And LATER:

1. No student may add your class after the end of add period, which is:
   - **Full-term courses**: The second Saturday of the semester
   - **Short-term courses**: Each has an individual add deadline. These deadlines are printed on all Opening and Permanent Class Rosters.
If you have space and the student is eligible to take the class (i.e., has taken the necessary prerequisites), give that student a four-digit Add Code and tell each added student to formally add the class on WebAdvisor as soon as possible. Keep track of each student’s add code and check WebAdvisor to make sure that the student officially adds the course. All students should be on your roster in order to attend class.

2. Periodically review the SLOs, course objectives, course requirements and grading system.

3. Make every effort to contact and counsel a student before dropping him/her from your class. Retention is important.

4. If it is necessary to drop a student, the instructor should do so via WebAdvisor. This can be done at any time during the semester, but in order to receive a “W” grade, all drops must be processed before the deadline, usually about 75% into the current semester.

It is the responsibility of each student to register for, and if necessary, to drop a course. You can support students by notifying them of add/drop regulations and deadlines.

5. Read and follow closely the instructions attached to the grade rosters and reports.

**Before the FINAL EXAM:**

1. Announce the date, time and place of the final to your class. Explain to students that final examinations at Cabrillo are not optional.

2. Give final exams at the regularly scheduled time. Do not change the time unless you first get the approval of your division administrator and the students in the class. After receiving written approval, submit the change in writing to the Office of Instruction.

3. Submit to Admissions and Records the final grades and all other paperwork; e.g., incomplete and grade change forms, on or before the due date.

**E. INSTRUCTIONAL TIPS**

Remember . . . .

- Your job is to facilitate learning, not just to impart information. Lecturing may impart information, but it does not necessarily result in learning. Learning can be facilitated by:
  - Student involvement in question and answer sessions
  - Discussions
  - Group problem-solving and projects
  - Brainstorming
  - Debating
  - Giving reports and summaries (written and oral)
  - Panel presentations
  - Role playing
  - Reflection on what is being learned and the students’ learning process
  - Term paper writing
  - Taking field trips
- Library research
- Instructor preparation and planning that includes:
  - A variety of presentation methods
  - Opportunities for students to get acquainted with each other and the instructor
  - Use of multimedia
  - Assignments that demand writing
  - Clearly stated goals and objectives
  - Regular testing to see that the goals and objectives are being met
  - Prompt grading and return of assignments
  - Every effort to stimulate students to do their best work

Oral participation from students increases retention. Writing helps students to integrate what they are learning.

If students know that you expect and demand performance, they will tend to work harder.

Positive reinforcement works better than criticism.

Blocks to learning come from boredom, irritation, confusion and fear. Beware of creating any of them!
BEST PROFESSIONAL PRACTICES

Naturally, we already regard you as a good teacher or we wouldn’t have hired you. Just the same, faculty at Cabrillo College don’t often get a chance to meet other teachers in their departments to share teaching strategies, except during SLO assessment results discussions and sometimes during Flex week at particular Flex sessions. To address this difficulty, we’ve tried to do the next best thing—provide you with some guidance based on what your colleagues actually believe in, and do in the classroom, or what is often called “best professional practices.”

Some of the following advice may not apply to you because of the nature of your course. Then again, it might. Please read on and decide for yourself.

A. ABOUT COMMUNITY COLLEGE STUDENTS

Before looking at these practices, let’s first consider the students you will soon meet.

As an instructor, you will have to come to terms with this supremely important fact about community college students: They are diverse. They are much more diverse than high school students you may have taught, and more diverse too, than students you may have encountered at four-year colleges and universities.

Expect students from all walks of life, all occupations and life situations. You will encounter hospital administrators with master’s degrees in search of recreational learning, and you will encounter unemployed laborers who never finished high school. You will encounter 18-year-olds fresh from high school, combat veterans and you will encounter students in their forties, fifties and sixties. You will encounter homemakers eager to return to the classroom but unsure of their abilities as students, and you will encounter ex-convicts and reformed drug addicts. You will encounter undeniably brilliant students who would thrive at Stanford, and you will encounter academically under-prepared people who just aren’t ready for college. You will encounter extremely motivated, receptive students whose lives and souls you will permanently alter, and you will encounter recalcitrant, dug-in and difficult students who will work hard staying that way. In short, expect anyone… anything.

B. TEACHING THE DIVERSE STUDENT POPULATION

The problem naturally is, how does one find a consistent, workable approach for teaching such a conglomeration of students? The answer is by paying attention to what everyone values, what everyone responds to – regardless of occupation, age, background, or academic ability. There is a common denominator of appreciation among such diversity, and that is a shared sense that teachers care about the students.

If you can appear to care – and mean it – you will bring out the best in your students, and in yourself. Your students will learn more from you if they feel that you care. They won’t all pass your class, but your success rate – and theirs – will be higher than if you did not appear to care.

We appreciate that this notion of “caring” may border on being cliché. However, research shows that students respond more readily to positive personality factors in a teacher than to the teacher’s perceived knowledge or intelligence. How you impart what you know can be just as important as what you know, so take the time to create a caring classroom atmosphere. The caring atmosphere is the common denominator for students that links English with Math with Welding with Anatomy with Philosophy – and those link you, the teacher, with the diversity that confronts you.
C. PITCHING THE CLASS

“Pitching” means the posture or persona you adopt and present. You want to shoot for a middle ground. If you pitch the class too low, many students will feel patronized, talked down to. If you pitch the class too high, you may appear remote, too academic, and lifeless.

Here are some common characteristics of pitching too high and too low:

<table>
<thead>
<tr>
<th>Pitching too Low</th>
<th>Pitching too High</th>
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<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td>Using too much slang or informal language during discussion.</td>
<td>Using too many arcane, ten-dollar, super-academic words and terms during lecture.</td>
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<tr>
<td><strong>Discussion</strong></td>
<td></td>
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<tr>
<td>Depending too much on being amiable everyone is entitled to his giving students credit for deviating from the opinion) rap sessions. party line.</td>
<td>Never allowing difference of opinion or (everyone is right, everyone is entitled to his giving students credit for deviating from the opinion) rap sessions. party line.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Abandoning standards of grammatical correctness and legibility in written work and saying things like, “Just get your personal feelings down” and “Sure, pencil is fine.”</td>
<td>Insisting on 100% grammatically correct writing that regurgitates factual information at an encyclopedic level or reads like something out of a graduate seminar.</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td></td>
</tr>
<tr>
<td>Trying to be everybody’s buddy, father mother, and priest so as to “understand” why students couldn’t make class, or skipped, or can’t get papers in on time.</td>
<td>Maintaining a rigid, professional, all-business, inhumane front, and/or taking no excuse for missing class or not turning in a test or assignment.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td></td>
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<tr>
<td>Always trying to make the course “relevant” so students can “identify” with what you teach; an overall, cozy, familiar, right-in-your-own-backyard course feel that never challenges students, never invites them to stretch.</td>
<td>Steadfastly refusing to relate the course to everyday life or recognize how students might react personally to what you teach; turning up your nose at the very concept of “relevance.”</td>
</tr>
</tbody>
</table>
Pitching Down the Middle

Allow discussions to touch on a variety of opinions and topics, but also intervene whenever someone is clearly wrong or badly off track. Insist on legible, readable, adult writing – without being a fanatic about grammar or expecting erudite, high-level analysis.

Be principled and consistent about attendance and deadlines, but also keep in mind that students are human and have real-life problems, just like you. Feel free to entertain reasonable excuses and reasons – especially when students take the time to notify you in advance that they will miss class or can’t get an assignment turned in on time.

Teach your discipline, including its traditional content, scope and feel. Invite your students to respect your discipline for intrinsic reasons…and every now and then, pause to point out real-life applications.

D. THE THREE Fs OF THE SUCCESSFUL CLASSROOM

Abundant research shows that students learn best – and most – when the classroom atmosphere is friendly and fair yet firm. It’s another way of thinking about pitching down the middle.

Friendly:

Friendly doesn’t mean you are a soft touch or a “nice” person or desperate to be liked. Friendly certainly doesn’t mean you give only high grades and never fail a student. All friendly means is that you really are on the side of students. It isn’t you versus them, you win and they lose, or they’re the enemy and you and your discipline are the good guys.

You will appear friendly when you smile now and then in class, learn students’ names, and don’t have a problem calling students by their first names. Friendly may mean occasionally attempting to tell a funny story. (It doesn’t even have to be funny; the attempt communicates enough.) Friendly means “being there” in a certain minimal, reasonable way when students need to talk to you about their progress in the course. Friendly may mean hanging out with students during breaks, coming a little early to class to chat, staying a few minutes after class to talk to students individually, even if the talk isn’t always class related.

Keep in mind that many of your students may be scared. Many also have a low sense of self-esteem. Maybe they weren’t always good high school students, they’ve been out of school for five or ten years, or they are taking a big plunge with your course. In short, your students will benefit from the reassurance that your being friendly conveys.

You don’t have to hold their hands or play psychologist. However, when you are perceived as being on their side, you help allay students’ fears and build their confidence. Don’t get bogged down in each of their individual insecurities, but do show that you are conscious of them. Again, pitch down the middle.
**Fair:**

At the very least, being fair means that the ground rules of your course apply equally to all students. Don’t give any one group or gender or type of student special treatment. Don’t prejudge students because of certain characteristics.

Beyond this, being fair might also mean:

- Providing a mechanism for making up tests
- Allowing students to rewrite papers for improved grades
- Being willing to reread tests or papers for the purpose of reconsidering points or grades
- Dropping one or two low test grades when determining final grades
- Allowing in-lieu assignments or credit for handling special problems
- Respecting differences of opinion
- Employing consistent standards for evaluating responses to essay prompts

**Firm:**

Additional research shows that students don’t want to be patronized. If they are wrong, they want you to tell them so. They want you to guide them and correct them and teach them, and not just automatically approve everything they do or say. This goes for all groups, types and races.

For this reason, being friendly and fair has to be tempered with being firm. You don’t want to get the reputation of being an easy mark. If you do, over the semesters you will attract students who just want a good grade with the least amount of effort. Be firm in insisting on standards, on right and wrong, and on respect for the discipline.

**E. AND THE THREE Es OF THE SUCCESSFUL CLASSROOM**

Research also supports the three Es of good teaching. These are to first give your students encouragement; second, give your students encouragement; and third, give your students encouragement.

**F. RESPECTING STUDENTS**

Of course teachers don’t consciously set out to undermine the confidence of their students, but it can happen without either the teacher or student being aware of it. Here are some aspects of life in the classroom which could lead to lowered self-esteem and perceived lack of respect:

**Failing to criticize tactfully**— Students are generally sensitive and ego-involved. If you criticize them in any way, or give them low grades, it’s likely they will take it personally. For this reason, you might consider including the following in your criticisms:

- Sprinkle your criticism – perhaps even start it – with a few words about what the student does well. If he didn’t especially do anything well, make something up anyway.

- Include concrete suggestions for students to improve their work.
Violating students’ anonymity—Students have a right to privacy, and you are obligated to respect it.

Appearing to pick on certain students—This can happen without your being aware of it, without you meaning to. A student looks a certain way, or seems to want to respond frequently, or you unconsciously make her a spokesperson for this or that group – and so you call on her a lot. She goes to the dean and says, “Why is that teacher picking on me?” The dean asks you, and you say, “I never meant to pick on her.” Or you spend a lot of time with a certain student or group of students – for academic reasons, to help them get through the class – but one of them feels you’re picking on him and says so. Of course this bothers you because you were only trying to help. Perhaps the best you can do at times is just to be aware of when your special attention could be construed as “picking on” and simply say, “I hope you don’t think I’m picking on you, I just want to help.”

G. DOING WHAT YOU CAN TO CURB DROPOUTS

Community college students drop classes and drop out of school in large numbers. They tend to drop electives and “soft” classes (classes not bearing directly on degree objectives) more readily than they do “solids.” The average class will lose about one-half of its students by the end of the semester. For some classes, it isn’t unusual for a class to conclude with less than one-half of students remaining.

What can you do to address this problem and retain as many of your students as possible? Should you do anything? We think you should! We believe that part of your responsibility as a teacher is to encourage students to finish your class.

We don’t expect you to work miracles. We don’t ask you to take extraordinary measures like telephoning students who’ve been absent a week (although that would be great if you can find the time). In fact, students are more likely to drop classes for nonacademic reasons, which means you shouldn’t necessarily take drops personally. Nonacademic reasons for dropping include lack of money, divorce, job changes, confusion about life goals, faltering interest, failure of will, and even good TV on the night of your class. However, to the extent that students do drop because of problems with your class, you can help. Some suggestions:

The personal conference has the potential to work wonders. Always be and appear willing to talk with students individually. Make opportunities to talk to them one-on-one either before, during, or after class. Utilize at-desk assignments for the class in order to give yourself the opportunity to take aside and talk with individual students about their progress in the class.

If it’s hard to find class time for these personal conferences, consider simply talking to some students on the phone, at a mutually convenient time.

These conferences really can work miracles – especially if you give students chances to rewrite papers or retake exams. During these conferences you might consider this sequence:

- First, ask the student what he/she thinks the problem is—why his/her grades are not very good or why he/she hasn’t been turning in the work.
- Second, listen to the student and sort out academic reasons from other reasons.
- Third, address the academic reasons as best you can. It’s okay to give commonplace, tried-and-true advice, such as suggesting that the student make a schedule and follow it, outline chapters, make lists of key words and review them frequently. The advice may be old hat to you, but the student may not have even considered it. Also, make sure students know about our auxiliary academic services – the tutorials center, the writing lab, and of course the counseling office. Better yet, after class why not walk the student to the Learning Resources Center and give a tour of the tutorial center?
• Fourth, if the problem seems to be nonacademic, you might suggest the student see a counselor or just a good friend or close relative – for some hard talk about his/her life.
• Fifth, follow up in some way. Remember what you discussed with the student and check to see if he/she is doing something constructive about it.

Of course, you’ve heard all of this before. The advice given here isn’t fancy or profound – it’s mainly to remind you that the display of caring conveys to students that you are an ally in their academic success.

Your division administrator will tell you if you have a disproportionate number of drops. If so, he/she may ask you to reconsider what you’re doing in class. You may need to adjust your teaching style, your standards, and/or your accessibility.

H. ALTERNATIVES TO LECTURING

There’s nothing wrong with lecturing; it’s certainly the best way to get a lot of stuff out to students fast. As a teaching method, lectures may dominate what you do in a class because of the nature of the discipline or your course. Most likely, all college instructors have themselves been inspired by an extraordinary lecturer in their field. The “sage on the stage” has a place in community college instruction – when first-rate scholarship is informed by dynamic presentation skills – and is still an important and formative experience for many college students. However, demonstrations and audiovisual presentations are time-tested alternative instructional techniques which help teachers maintain attention and interest. The latest neuroscientific research on learning backs up why alternatives to lecturing help students to learn the material more deeply.

In addition, we do ask you to consider how other methods of teaching present opportunities to put a different spin on content and enliven your course.

Class Discussions

The lecture method seldom encourages students to think for themselves or consider the views of peers. Class discussion does this. Class discussion conveys to students that their opinions count – providing, of course, that you treat diversity of opinion with respect, and encourage your students to do the same.

Discussion is also good for changes of pace during long stretches of lecturing. Go ahead and lecture about the really hard, settled stuff. But when you come to areas where professionals – or anyone for that matter – differ, why not open the topic up for a class discussion? You really don’t have to decide anything or aim the discussion in any direction. Just take a break from lecturing.

Small-Group Discussions

For this approach, break your class up into small groups and assign each group a different topic. Of course, all topics should relate to the larger unit or lesson. Circulate and “prime the pumps,” check progress, appear interested, and suggest alternatives. Never leave the room or sit at the desk and do something else – be sure to continue facilitating.

Ten or fifteen minutes of small-group discussion nearly always enlivens whole-class discussion. So if you are having trouble getting a class to open up and talk, use small-group discussion to get things moving. This method seldom fails.

Small-group discussions need not turn into fruitless rap sessions if you:
• require each group to use the terminology and concepts you’ve already established during your lecture;
- focus on applying ethical or moral principles to course content;
- assign particular roles to group members, such as reporter, note-taker, resource specialist, fact-checker, and other appropriate small-group roles;
- require students to “report out” in some way, so that they have to present what was discussed to the group at large.

**Short, At-Desk Writing Assignments**

First, do something – lecture, show a movie, anything useful – then ask students to write for five minutes about the experience. What do they write about? Anything – main ideas, lessons, implications, or they simply make lists of key words and main impressions.

After five minutes, pick up the writing and read as much as you can out loud. Pause to discuss. Pull out four or five key ideas or impressions and write them on the board. From these, focus discussion and make the points you want to make. Students appreciate this approach because it is based directly on their contributions. At the same time, you can finally angle things your way and keep control.

**Student Presentations**

Have students get up and demonstrate problems they have solved and/or make speeches about subjects that they’ve researched. They can do this one at a time, “lone wolf,” or they can participate in group presentations.

**I. METHOD AS CONTENT**

Each of these alternate methods aims the class away from a teacher-centered, discipline-weighted classroom environment. This doesn’t mean you should abandon the discipline or cease to teach solid stuff; it just means you allow room in your course for other kinds of learning and other kinds of perspectives, personal perspectives, on content.

We feel everyone benefits from varying methods – because method is content. If you only lecture, students glimpse only one side of your discipline, one perspective – that hard and settled side. If any single method dominates your instruction – lecture, discussion, whatever – the result could be misleading, even a dangerous narrowness of perception, like that of the blind men who checked out the elephant and happened to feel only its tail, and thus reported – erroneously, of course – that the elephant is simply like a rope.

Vary your method and you will actually vary what students learn. Students will get to feel the elephant’s side, legs, tusks and trunk – and thereby put together a whole and more accurate picture.

**J. COVERING THE MATERIAL**

Sometimes instructors feel they have to cover a predetermined amount of material during the term and often this means racehorse lecturing – which in turn results in that one-sided, narrowed perspective discussed above. Sure, you can’t “cover” as much material when you open the class to discussion or to other methods, but what you do cover differently, in a useful, qualitative sense.

It should be noted that the content in the course outline must be covered because we have transfer and articulation agreements with transfer universities.
K. THE PLACE OF WRITING

Does writing have a place in your course? Is it beside the point or an encumbrance? Maybe not. Read on:

First, keep in mind that it is the policy of the college that students ought to be made to write because writing uniquely enhances learning.

Writing encourages divergent learning, that is, learning leading to behavior (thinking) that can take many useful and valid directions within, the context of your course and the various topics you cover. The opposite of divergent learning – according to the experts who make up these terms---is convergent learning, when everything students learn follows the same path. Both kinds of learning have their places – no questions about that, but perhaps we’ve stressed the latter at the expense of the former.

Speech also fosters divergent learning, but in the classroom setting, it’s hard to get everyone to speak, harder still to evaluate when they say during the rush and flow of the period. No, you need time to yourself to ponder students’ divergent verbal responses and react to them. So you have them write; then you sit down and patiently read.

Writing is also tangible, out-there, permanent, committed. Talk is cheap. Students don’t always mean what they say, much less do they think through what they say. Neither do you sometimes, but when you have to write, you stop and think. So do students.

Is writing hard? Sure it is. But maybe it’s not the writing that’s so hard; it’s the good thinking that precedes writing that’s so hard. When the thinking gets straightened out, the writing actually becomes much easier.

Also, the very act of writing compels good thinking, which in turn leads to stronger writing. The two activities feed on each other for improved learning. Because most students compose their written work on word processors, the editing process has become even more integral to the learning process. Most students “discover” what they think and know about a topic through the multi-step process of drafting and revising their work. Of course, many course outlines specify the kind and quantity of writing required. If the course outline for your course says students must write, then you must honor that requirement. Further, you must review and evaluate all student writing that is turned in.

Some departments and division also have specific policies about the kind and quantity of writing students must produce. Check with your division administrator about this.

L. ALTERNATIVES TO THE FORMAL PAPER

The most common type of collegiate writing assignment is the short paper. It’s formal, academic, and thesis driven. It’s in three parts – a brief introduction which sets forth the thesis, a much longer “body” or middle section which develops the thesis and makes it specific through an accumulation of details, and a brief conclusion which looks at larger meaning. As often as not, the details of the middle section are generated from research – “outside reading” – but they might also be based simply on “armchair thinking” or on the experiences of students.

There is nothing wrong with having students write formal papers, at least not in theory. Practically speaking, however, most students find this kind of writing difficult. The perceived need to sound formal and academic often produces stilted writing, and somehow the sense of grammar and a thesis escape many student writers.
Many of our students simply have had very little instruction in and experience with the writing of formal papers. Students who take classes with no prerequisites are especially under-prepared to write the kind of papers their teachers would be proud to read.

Thus, many teachers doubt they’ll receive suitable collegiate writing from their students. Perhaps these teachers – perhaps you, too – ought to consider assigning one or more of the many alternatives to the writing of formal papers, approaches to writing which promote divergent thinking while also easing much of the pressure formal essay-crafting produces.

**Learning Journals**

The entries are mainly reactive: Students listen to you, to other students, or they read their text, or they do something outside of class potentially educational, and then they write about it – in the realm of feelings, values.

A good way to go is to require students to couch their entries in the vocabulary and concept framework you’ve taught and want them to learn – to ensure against entries just going their own blithering way. The entries needn’t be long, but they should be produced rather frequently. Also, you need to engineer the assignment to discourage massive, thoughtless, last-minute entry writing—20 pages on the Tuesday night before class. You can do this by checking entries periodically; say every month, perhaps while students are taking exams.

Do you have to read every word of these entries? No, but you ought to read enough, and respond in writing enough, to convey to students that you did pay attention and react to their thoughts.

**Written Exams**

A few short-answer items – one or two sentences – are probably easier to assess than one long response. Experts on the subject of evaluating essay exam responses say you must determine your criteria for evaluation before you start reading. Additionally you must apply the criteria fairly and consistently to each exam.

**In-Class Writing Workshops**

Who says students must always write alone? Why not make informal in-class writing assignments, then walk around, read over shoulders, answer questions, and simply provide feedback? When you do this, students gain confidence and enjoy writing more. Also, the writing will be much better; and because it is, presumably students will have learned more about the discipline you teach, which is your goal in the first place.

**Short Writing Assignments**

Consider the advantages of minimal writing – one paragraph, half a page, even one sentence. Students’ thoughts may not be pulled together and they certainly won’t be developed, but these tentative short writings might serve as useful starts on longer, more formal statements.

Since these writings are so short, you can read most or perhaps all of them out loud and elicit reactions – all kinds of reactions, free-form reactions. This method can lead to a most productive and enjoyable period. Eventually, you bring students’ unshaped responses around to your own specific goals, with your terms and concepts. Students appreciate first that you respect their thoughts and feelings; and second, that you’ve helped them find the right words to sharpen thoughts and feelings and give them form.
Impressionist Writing, Spontaneous Writing

To repeat: Writing is hard, hard work. Remember how hard it was for you in college? Often it’s the conscious, formal shaping and organizing of thoughts that makes writing so hard. However, there is much to be said for not always insisting on such well-wrought statements and for allowing – even encouraging – students to just write, freely, spontaneously and automatically. Sure, the results are usually jumbled, unrealized – but germination of something worthwhile inevitably results.

So try this: First, have students write two full pages rapidly and spontaneously about an easily relatable topic. Then have them reread their writing and draw circles around their three best sentences. Finally, have students write more formally about one of the circled sentences.

M. WRITING AS A PROCESS, NOT PRODUCT

Ask any English teacher: He or she will tell you that it’s the process of writing which teachers who assign writing ought to stress instead of the product, the finished thing, the paper. When you teach process, you give students guidance in the three main steps of writing:

1. Pre-writing to settle on a topic, narrow it, and decide on an overall purpose or point of view
2. Writing the paper, getting it out there, achieving the length, the heft, the feel
3. Post-writing or revising to improve emphasis and clarity and, of course, to correct any errors in grammar and mechanics.

You can help students complete this all-important process by spending class time on it, perhaps an entire period. And the best way to do this is to reproduce class sets of say, three papers from your past classes:

The first paper you hand out is faulty because it botched or skipped step one above: The paper clearly lacks a main idea, a sense of unity, or a reason for being. It just meanders and gets longer and finally, mercifully, expires as much from exhaustion as from anything else.

The second paper you pass out is much better focused. It definitely has a main idea – call it a thesis, a contention, something for readers to bite into – but it is careless; lots of mechanical and grammatical errors, misspelled words, poor word choices, garbled sentences. This paper didn’t make it to step three of the process. Clearly, it needs a stiff and unsentimental revision to bring it up to collegiate standards.

As you might guess the third paper you distribute does it all – it’s clear, focused, meaningful, original, adult and polished. It underwent all three steps. Naturally, this is a lot of work – and we don’t expect you to go through all of these steps if your class doesn’t lend itself to such formal writing activities.

N. COMMENTING NEGATIVELY ABOUT THE INSTITUTION, YOUR COLLEAGUES OR STUDENTS

We ask you to think twice before you speak disparagingly about the college, about its board or administration, or about our teachers or students. The usual result is unproductive cynicism among students, the very people we want to keep positive and productive.

We don’t ask you to be a public relations representative or always speak in glowing, super-positive terms about everything connected with the college. Nor is constructive criticism out of order. What you want to avoid, we believe, is indulging in out-loud, in-class negative commentary, especially when it is based on incomplete information. If you really don't know, say that and avoid saying anything else. You’ll do more good in the long run.
10.1 General Provisions
   10.1.1 All paid leaves granted pursuant to the provisions of this Article shall be credited as service for step advancement on the salary schedule, and to the extent permitted by law, shall be credited toward retirement in the same proportion as salary received.
   10.1.2 The Board of Trustees may extend any leave granted pursuant to this Article.
   10.1.3 Upon return from a leave granted pursuant to this Article, a bargaining unit member shall be assigned to an equivalent position for which the unit member is qualified. The District shall attempt to return the unit member to the same assignment held at the beginning of the leave if that assignment is available. Each unit member returning from leave may make other arrangements with the District either prior to the leave or prior to returning from the leave.
   10.1.4 Leaves provided in this section apply to all contract and regular unit members in proportion to the number of teaching units for which they are employed. Adjunct members are entitled to the leaves provided in Sections 10.3, 10.4, 10.5, 10.6, 10.8, 10.9, and 10.14 in proportion to the number of teaching units for which they are employed, and to the leave in Section 10.2.2, at the rate defined in that section.
   10.1.5 To the extent permitted by law, unit members on unpaid leaves may continue to participate in District-mandated health and welfare benefits (excluding State Teachers' Retirement System and income protection plans) by arranging with the District to pre-pay appropriate premiums for such health and welfare benefits to the District.

10.2 Personal Illness and Injury Leave
   10.2.1 Regular and Contract Employees
      Full-time regular and contract unit members shall be entitled to ten (10) days leave with full pay for each academic year of service for purposes of personal illness or injury and/or in the event a member of his/her immediate family (as defined in Section 10.4.2 herein), suffers from a catastrophic illness or injury. Regular and contract unit members who work less than full time shall be entitled to that ratio of the ten (10) days leave as their instructional assignment bears to a full-time assignment. The District and CCFT will work during the summer of 2007 to revise Appendices A-D for the utilization of leave.
      10.2.1.1 Children's Center Teachers
         Children's Center Teachers shall be entitled to eleven (11) days leave with full pay for each academic year of service for purposes of personal illness or injury and/or in the event a member of his/her immediate family (as defined in Section 10.4.2 herein), suffers from a catastrophic illness or injury. Children's Center Teachers who work less than full time shall be entitled to that ratio of the eleven (11) days leave as their instructional assignment bears to a full-time assignment.
   10.2.2 Adjunct Employees
      Adjunct unit members shall be entitled to leave with full pay for purposes of personal injury or illness at the rate of one third (1/3) of a day per unit taught by the unit member per semester. Leave for adjunct unit members is deducted on a prorata basis, just as it is earned, for time missed due to
personal illness or injury and/or in the event a member of his/her immediate family (as defined in Section 10.4.2 herein), suffers from a catastrophic illness or injury. The District and CCFT will work during the summer of 2007 to revise Appendices A-D for the utilization of leave.

- **10.2.2.1** The District shall allow adjuncts to use their accumulated adjunct personal illness or injury leave without actually teaching the class if all of the following conditions exist:
  - 1. The adjunct unit member must in fact be sick or ill and the District may confirm this fact by having the unit member examined by a physician of its choice and the leave will be granted only if the District’s physician verified the illness.
  - 2. The adjunct unit member’s entitlement to such leave is limited to one term.
  - 3. The unit member must have reemployment preference in the discipline for which leave is sought.
  - 4. The adjunct faculty member shall be a faculty member in good standing at the college with satisfactory evaluations.
  - 5. The adjunct faculty member shall submit his/her request for leave in writing on a form satisfactory to the District as soon as he/she is aware of the fact that he/she will require time off.
  - 6. The leave will be considered a work assignment. The amount of leave granted per day will correspond to the assignment that would otherwise have been initiated and completed unless the unit member and the appropriate administrator agree in writing to a smaller load.
  - 7. Donations for catastrophic leave, Article 10.14, are not permitted in this provision, Article 10.2.2.1.

- **10.2.3** Extended Illness and Injury Leave
  Additional non-accumulated extended illness leave shall be available, provided that the provisions of Section 10.2.5 below are met. The total amount of extended leave shall not exceed five (5) months and ten (10) work days, when counting together all accumulated sick leave and extended illness leave. The amount deducted for extended leave purposes from the unit member’s salary shall be the amount actually paid a substitute employee employed to fill the position during the leave, or if no substitute is employed, the amount which would have been paid to a substitute.

- **10.2.4** Accumulation of Leave
  If a unit member does not utilize the full amount of leave as authorized in Section 10.2.1 and 10.2.2 above in any academic year, the amount not utilized shall be accumulated from year to year.

- **10.2.5** Verification of Illness or Injury
  Upon request by District management, after six consecutive days of absence or upon evidence giving rise to a reasonable belief of abuse of sick leave, a unit member shall be required to present a certificate signed by an appropriate certified medical authority verifying the illness or injury of the unit member and/or his/her immediate family member.

- **10.2.6** Notification of Absence
  To permit the District time to secure substitute service, a unit member shall notify the District of an absence as soon as practicable prior to the start of the unit member’s assignment. The absent unit member shall first attempt to notify the appropriate administrator. If the unit member is unable to contact the administrator or Division office, the unit member shall telephone the District’s absence notification central number and leave a message regarding the unit member’s absence. Because the absence notification line is only monitored during regular office hours, a unit member notifying the District of an absence after 5 p.m. for a class that evening should call the Evening Administrator. The unit member shall furnish directions for a substitute.

- **10.2.7** Deduction from Leave
  A unit member who misses any scheduled duties due to personal and/or immediate family member
illness or injury shall have leave deducted from his/her accumulated leave in increments according to Appendix A or B, where eight (8) hours deducted leave is equivalent to one day.

- 10.2.8 Notification of Return
  A unit member shall make a reasonable attempt to notify the manager or designee of the unit member's intent to return or not to return the following day, prior to the end of the college business day.

- 10.2.9 Completion of Absence Forms
  Each unit member shall complete the District absence form (Appendix C or D) and submit it to the appropriate administrator or designee upon return from an absence for illness or personal injury under Section 10.2. Whenever possible, unit members taking personal necessity leave under Section 10.3, or bereavement leave under Section 10.4, shall complete the absence form prior to the absence.

- 10.2.10 The District shall provide each member of the bargaining unit an Annual Statement of Accrued Sick Leave as of the end of an academic year on or before the first day of the next academic year.

- 10.3 Personal Necessity Leave
  - 10.3.1 Leave which is credited under Sections 10.2.1 and 10.2.2 of this Article may be used at the unit member's election, for the purposes of personal necessity, provided that use of such personal necessity leave does not exceed six (6) days in any academic year.
  
  - 10.3.2 For purposes of this provision, personal necessity shall be limited to:
    - (a) Death or serious illness of a member the unit member's immediate family, as defined in Section 10.4.2 herein;
    - (b) An accident which is unforeseen involving the unit member's person or property, or the person or property of a unit member's immediate family;
    - (c) Illness or accident to the unit member's immediate family; and
    - (d) Appointments for the purpose of conducting personal legal affairs or personal financial transactions that cannot be conducted outside of working hours;
    - (e) The birth or adoption of a child; or
    - (f) Other personal necessities which are approved by the Dean or appropriate administrator, provided that under no circumstances shall leave be available for purposes of extending a holiday or vacation period or a recreational or social activity.
  
  - 10.3.3 Except in cases of emergency, before the utilization of personal necessity leave, a unit member shall obtain prior written approval from the appropriate supervisor, except in cases (a), (b) or (c) in Section 10.3.2. Should the circumstances outlined in (a), (b) or (c) arise, the unit member shall make every effort to comply with District procedures to enable the District to secure substitute service.
  
  - 10.3.4 Deduction from Leave
    A unit member who misses any scheduled duties due to personal necessity shall have leave deducted from his/her accumulated leave in increments according to Appendix A or B, where eight (8) hours deducted leave is equivalent to one day.
  
  - 10.3.5 Completion of Absence Forms
    Each unit member shall complete the District Absence Form (Appendix C or D) and submit it to the appropriate supervisor or designee upon return from an absence for personal necessity under Section 10.3.

- 10.4 Bereavement Leave
10.4.1 At the request of the employee, s/he will be granted up to five (5) days leave with full pay (according to Appendices A & B) with no deduction from sick leave in the event of the death of any member of the employee's immediate family. Additional sick leave may be granted at the discretion of the appropriate administrator.

10.4.2 For purposes of this provision, an immediate family member shall be limited to mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse or principal domestic partner of the employee, and the spouse or principal domestic partner, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee, any relative living in the immediate household of the employee, or any person having a similar close relationship with the employee which the appropriate administrator may accept as qualifying for bereavement leave.

10.4.3 Additional leave with full compensation may be granted by the District in case of demonstrated need.

10.5 Individual Responsibility Leave

10.5.1 The District shall grant up to two (2) days Individual Responsibility Leave, without loss of salary or deduction from sick leave for the observance of major religious holidays of the unit member's faith or family responsibilities that cannot be scheduled outside working hours (including the birth or adoption of a child).

10.5.2 Deduction from Leave
A unit member who misses any scheduled duties due to Individual Responsibility Leave shall have leave deducted according to Appendix A or B, where eight (8) hours deducted leave is equivalent to one day.

10.5.3 Accumulation of Individual Responsibility Leave
Individual Responsibility Leave shall not accumulate from year to year.

10.5.4 Before the utilization of Individual Responsibility Leave, except in cases of emergency, a unit member shall obtain prior written approval from the appropriate supervisor. The unit member shall make every effort to comply with District procedures to enable the District to secure substitute service.

10.6 Leave for Pregnancy Disability

10.6.1 Unit members are entitled to use sick leave as set forth in Sections 10.2.1, 10.2.2, and 10.2.3 for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom on the same terms and conditions governing leaves of absence from other illness or medical disability. The length of such disability leave, including the date on which the leave shall commence and the date on which the duties are to be resumed, shall be determined by the unit member and the unit member's physician.

10.6.2 Unit members are entitled to leave without pay or other benefits for disabilities because of pregnancy, miscarriage, childbirth, or recovery therefrom when sick leave as set forth in Sections 10.2.1, 10.2.2 and 10.2.3 has been exhausted. The date on which the unit member shall resume duties shall be determined by the unit member on leave and the unit member's physician.

10.7 Leave Without Pay for Child Bearing Preparation and Child Rearing

10.7.1 Upon request by the unit member and approval of the Governing Board, leave without pay or other benefits shall be granted to a unit member for preparation for child bearing and for child rearing. Use of child bearing preparation leave shall not preclude subsequent use of pregnancy disability leave.

10.7.2 The unit member shall request such leave as soon as practicable, but no less than sixty (60) calendar days prior to the date on which the leave is to begin, except in cases of emergencies. Such request shall be in writing and shall include a statement as to the dates the unit member wishes to begin and end the leave without pay.
10.7.3 The determination as to the date on which the leave shall begin and the duration of such leave shall be made in consultation with the Superintendent/President or designee, taking into consideration the scheduling and replacement problems of the District and the needs and interests of the unit member.

10.7.4 The duration of such leave shall consist of no more than twelve (12) consecutive months. An extension of leave may be granted, not to exceed an additional twelve (12) months.

10.7.5 The unit member is not entitled to the use of any accrued sick leave or other paid leave while such employee is on child bearing leave or leave for child rearing, unless the illness or disability is related to a pregnancy, miscarriage, childbirth, or recovery therefrom.

10.7.6 If a unit member is on leave for child bearing preparation or child rearing and in the event of a miscarriage or death of a child subsequent to childbirth, the unit member may request an immediate assignment to a unit position. If there is a vacancy for which a unit member is qualified, the District shall assign the unit member to a position as soon as practicable.

10.8 Industrial Accident Leave

10.8.1 Unit members will be entitled to industrial accident leave according to the provisions in Education Code Section 87787 for personal injury or illness which has qualified for workers' compensation under the provisions of the State Workers' Compensation Insurance Program.

10.8.2 In any one fiscal year, allowable leave shall be for not less than sixty (60) days during which the College is required to be in session or when the employee would otherwise have been performing work for the District.

10.8.3 Pursuant to the statutory provisions of the state workers' compensation system, the District has the right to have the unit member examined by a physician designated by the District at the District's expense, to assist in determining the length of time the unit member will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury involved.

10.8.4 When an industrial accident or illness leave overlaps into the next fiscal year, the unit member shall be entitled to only the amount of unused leave due him or her for the same illness or injury.

10.8.5 Allowable leave shall not accumulate from year to year.

10.8.6 Industrial accident or illness leave shall commence on the first day of absence.

10.8.7 For any days of absence from duty as a result of the same industrial accident, the unit member will receive a check from the appropriate insurance fund which would make the total compensation from both insurance and District sources equal 100% of the amount the unit member would have received as salary had there been no industrial illness or accident.

10.9 Judicial Leave

10.9.1 A unit member shall be provided leave for regularly called jury duty and to appear as a witness in court, other than as a litigant, for reasons not brought about through the connivance or misconduct of the unit member. The unit member shall submit a written notification to the appropriate supervisor as soon as the unit member is aware of a request for appearance.

10.9.2 The unit member, while serving on jury duty, will receive pay in the amount of the difference between the unit member's regular earnings and any amount received for jury service, exclusive of any mileage reimbursement.

10.9.3 Paid judicial leave shall not be provided for unit members who serve as paid expert witnesses.

10.10 Exchange Teaching Leave
10.10.1 An exchange leave is a leave granted to permit an employee to serve as an exchange professional in any foreign country or in any state, territory, or possession of the United States.

10.10.2 Exchange leaves of absence may be granted by the Board of Trustees to unit members who meet the following requirements:
   - (a) The unit member must have regular status in the District on the effective date of the leave; and
   - (b) An exchange agreement must be signed by the employees and the districts concerned.

10.10.3 The exchange is for one (1) year, unless extended for one (1) additional year by consent of the Governing Board and the unit member.

10.10.4 During the exchange leave, the unit member will be paid by the District at the unit member's regular rate of pay, and the other instructor will be paid by their educational institution.

10.10.5 At the completion of any exchange, the unit member shall return to duty in the District and shall serve full time for at least two (2) consecutive years before being eligible for another exchange assignment.

10.10.6 Credit for service on exchange leave counts toward advancement on the salary schedule as if such service were given in the District, provided that the unit member served the same number of days in the exchange position as would have been required to be served at the District.

10.10.7 Service on an exchange leave grants credit toward retirement. If retirement contributions are not deducted from compensation, the unit member must personally arrange for payment of required contributions.

10.10.8 If the unit member wishes to request an extension of the exchange leave, such request shall be made not later than two (2) months prior to the expiration of the leave.

10.11 Military Leave

10.11.1 Military leave shall be provided in accordance with statutory provisions.

10.12 Family and Medical Leave Policy

10.12.1 The District shall grant family care leaves in accordance with State and Federal laws and regulations (see Appendix X). Family care leave for the principal domestic partner is provided according to the conditions of coverage as established by the Santa Cruz County Schools Health Insurance Group.

10.13 Other Leaves Without Pay

10.13.1 Upon recommendation of the Superintendent/President and approval by the Board of Trustees, leave without compensation, salary increment, tenure and professional development (sabbatical) leave credit may be granted to contract and regular unit members for a period of up to one (1) year. Upon approval of the District, such leave may be extended one (1) year. Unpaid leaves may include but are not limited to the following: (a) government or legislative service; (b) recuperation and rest; (c) travel, study, professional or education pursuits; (d) work experience; and (e) any other reason deemed sufficiently important by the District.

10.13.2 The application for and granting of such leaves of absence shall be in writing. In addition, a unit member on such leave shall notify the District Personnel Office by the ninth (9th) week of the final semester of the leave as to an intent to return to the employment of the District.

10.13.3 Approved leaves of a semester or less shall not constitute a break in service for the purpose of salary schedule advancement.
10.13.4 Partial Unpaid Leave of Absence

- 10.13.4.1 Regular unit members may take a partial unpaid leave by accepting less than a full-time assignment. In such leaves regular unit members shall continue to fulfill the appropriate pro rata share of regular full-time duties. Written request for such leave shall be submitted to the Superintendent/President three (3) months in advance. With the mutual consent of the District and the bargaining unit member, this time line may be waived. Partial unpaid leaves may be extended with District approval.

- 10.13.4.2 Partial Unpaid Leaves of One Year or Less
  A unit member on a partial unpaid leave of one (1) year or less may return to a full-time assignment at the beginning of a semester, provided that the District is notified prior to the preparation of the schedule for that semester, in no event less than three (3) months before the semester begins.

- 10.13.4.3 Partial Unpaid Leaves Exceeding One Year
  A unit member who desires a partial leave for longer than one (1) year may pursue one of the following options:
    - 10.13.4.3.1 If the unit member desires a reduced assignment for a specific period of time which exceeds one (1) year, prior to the beginning of the leave, the unit member and the District may mutually agree to the terms of the partial unpaid leave, including the length of the leave and the full-time assignment to which the unit member will return.

- 10.13.4.4 Unit members on partial unpaid leaves shall receive benefits on a pro rata basis of a full-time contract, or may receive full benefits by paying the difference.

- 10.13.4.5 Unit members on partial leave without pay shall receive personal illness, personal necessity, bereavement, and individual responsibility leaves on a pro rata basis of full-time contract.

10.14 Donations for Catastrophic Sick Leave

Definition: Any bargaining unit member may donate, in one (1) hour increments, accumulated and unused sick leave to another District employee when that District employee or a member of his/her family suffers from a catastrophic illness or injury, and that District employee has exhausted all fully paid leaves, as provided in this section.

- 10.14.1 Eligibility for Using Donated Time
  - (a) The employee must have exhausted all accrued sick leave (Section 10.2.4).
  - (b) The employee must be off work (not actually rendering service to the District) for purposes of caring for a seriously ill family member, or due to a personal serious health condition. Family and Medical Leave Policy definitions as contained in Appendix X to the Agreement, shall apply to this section only. In addition, principal domestic partners shall qualify as family members for purposes of this section.

- 10.14.2 Employees donating sick leave must retain a minimum of eighty (80) hours of accrued sick leave. Recipients may neither accept nor use more than the number of hours needed to provide fully paid sick leave for 175 days. Recipient members must work for six (6) continuous months prior to renewed eligibility for further catastrophic illness contributions beyond 175 days.

- 10.14.3 Procedure for Donation of Hours
  - (a) CCFT shall inform District employees on a case-by-case basis when the need for donated time arises.
  - (b) CCFT shall be responsible for collecting donated time for CCFT bargaining unit members. Members shall authorize donations in writing, signed and dated.
(c) CCFT shall compile the list of donated time in order of donations received and submit the list to the District along with supporting written authorizations. (Once the first round list is received by the District, no more donations will be added. In the event more donations are needed, the process shall repeat itself, subject to Section 10.14.2 above.)

(d) The District will deduct sick leave from donors, according to the list and credit it to the member on leave.

(e) The total hours donated by each member shall be used before moving to the next donor on the list.

(f) Donor members on the list whose hours were not used will have their original authorization forms returned to them as a confirmation that their donated hours were not used.

(g) At the completion of the Catastrophic Leave, the District will return to CCFT the original list indicating which donor members' hours were used.
Cabrillo College Faculty Absence Report

1) Name: ____________________________________________

2) Reason for Absence (check one – numbers are contract article references):
   - Personal Illness (10.2)
   - Personal Necessity (10.3) Specify: _______________
   - Bereavement (10.4) Specify Relationship: ____________
   - Individual Responsibility (10.5) Specify Circumstances: _______________
   - Judicial (includes Jury Duty, 10.9)
   - Conference (District Approved)

3a) Class Absence:

<table>
<thead>
<tr>
<th>Date(s) and Day</th>
<th>Number of Hours Absent</th>
<th>Name of Class: (e.g.: ACCT 1A or DM 4)</th>
<th>Substitute used? (y/n)</th>
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3b) Counseling, Library, Academic Specialist, or other non-class Absence:

<table>
<thead>
<tr>
<th>Date(s) and Day of Week</th>
<th>Number of Hours Absent</th>
<th>Description of Assignment(s)</th>
<th>Substitute used? (y/n)</th>
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4) I certify that I was absent from duty for the reasons and for the length of time stated above.

Signature & Date: ________________________________

Office Use Only

<table>
<thead>
<tr>
<th>DataTel ID</th>
<th>(2) Base Load (contract and adjunct fac)</th>
<th>(3) Paid Overload TU’s (contract faculty only)</th>
<th>(4) Total TU’s = (2) + (3)</th>
<th>Hours Deducted = 40 x (1) / (4)</th>
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</thead>
<tbody>
<tr>
<td>15 TU’s</td>
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</table>

Division Dean Signature & Date: ________________________________

Distribution, upon completion by division office: original to Payroll, 1 copy to faculty member, 1 copy to division office
Notes on use of Faculty Absence Report:

Basic Guidelines:

- Each fulltime faculty member is entitled to 10 days of sick leave per year. Each adjunct faculty member is entitled to a proportional amount of sick leave. This allows the adjunct faculty to miss one normal week’s worth of their assignment each semester.
- Cabrillo College tracks accumulated sick leave by hours with 5 days = 1 week = 40 hours.
- A faculty member will have sick leave deducted at a rate that is proportional to amount of a normal full time work-week the faculty member missed.
- If a faculty member missed half of a normal week’s full time assignment, then half a week’s leave, or 20 hours, would be deducted.
- If a faculty member missed 1/5 of a normal week’s full time assignment, then 1/5, or 8 hours, would be deducted.
- Office Hours are assumed part of class or other assignment missed and are not listed explicitly upon the absence report.

General Rule for Assignment Weight for class assignments:

Assignment weight is the amount of TU’s that one hour of the assignment generates, assuming the assignment is taught over the full length of the semester.

Calculation:
Weight = # TU’s / # Hours class would meet in a week for a normal semester length class

Examples of Assignment Weights:
Normal lecture = 1 TU / 1 Hour = 1.0
Lab or Studio Art = 0.75
Science Lab (as specified in 11.2.2.5) = 0.80
Physical Education = 0.75
3 unit class with composition factor = 1.33
4 unit class with composition factor = 1.25
5 unit class with composition factor = 1.20
Class with writing factor = 1.25
Academic Specialists with 36 scheduled hours per week = 15 TU / 36 hrs = 1/2.4 = 0.41667
Children’s Center = 15 TU’s / 40 hours = 3 / 8 = .375
Absent during Flex Days = 0.75

Types:
- Personal Necessity may require prior approval
- Absence due to district approved conference does not result in a deduction from sick leave
- Complete description of restrictions, guidelines, and limitations for all leaves is found in the contract

Revision: May 2010
BOOKSTORE

Bookstore Services

1. The Bookstore will special order textbooks not stocked for staff members or departments. Feel free to call the book department at x6275 for assistance.

2. Faculty and staff members are eligible for educational discounts on computer software and Apple computers, and an employee discount on most items in the Bookstore. There are no discounts on textbooks. Present your staff ID at checkout to receive your discount.

Text Services

1. The book list is available at online at cabrillobooks.net and at the Bookstore. If your course and texts are not listed or incorrect, please contact the Bookstore immediately.

2. If you do not have a desk copy of your text, your Division Assistant will assist you in ordering from the publisher.

3. The Bookstore is open 7:45 a.m. to 6:30 p.m. Monday through Thursday during spring and fall. Hours are extended during the first week of classes.

4. If you need assistance during the first week of class, feel free to call the text department at x6275 or stop by the store in person during business hours.

5. The text buyer, at x6275, can provide professional assistance with any questions you may have about your textbooks.

6. If your class requires supplementary (non-book) supplies, please contact the merchandise buyer at x6291 for assistance.

7. The current bookstore staff directory may be accessed though cabrillobooks.net by clicking the link labeled BOOKSTORE STAFF.

Helpful Hints for Ordering Textbooks

1. The link to the online text requisition tool is located at cabrillobooks.net on the right side of the web page under info. Click on the picture of the college labeled ‘Faculty’

2. If you need assistance with the online requisition tool, please do not hesitate to contact the text buyer via phone, email, or in person.


4. The Bookstore orders “optional” texts at 10% of the estimated enrollment, unless otherwise requested.

5. Please consider book costs for students if you are ordering several texts, or expensive texts. Students often “shop” the booklist to see which section of a class they can afford to take. If you need price estimates, please call the text department at x6275.

6. Please list duplicated materials on your textbook requisition; this assures that we will keep any that we have on hand already and that they will be listed on the booklist.

7. List the contents of any package you wish to order and include the package’s ISBN number.
8. Use the Special Instruction/Comment section:
   8.1.1. if you require special assistance
   8.1.2. to alert us to which text you require first
   8.1.3. advise us of any special instructions to your students; e.g., “Do not buy texts before attending class”
   8.1.4. if you would like non-text supplies stocked

9. If you need a desk copy, the Bookstore will be glad to help you get in touch with the publisher. Publishers do not accept orders for desk copies from Bookstores.

10. Utilize your publisher representatives. They are your best source for special assistance. A rep’s salary is based on your orders.

11. If you allow students to add your class, please advise the Bookstore as soon as possible if you will be requiring additional texts. Reorders from instructors are accepted during the first two weeks of the semester. Thereafter, students will be required to place special orders.
ACCIDENT REPORTS

As a faculty member, you may be faced with the possibility of witnessing a student accident on campus, or during a field trip. If the situation appears life-threatening due to unconsciousness, bleeding, chest pains or other serious conditions, do not hesitate to immediately call 911, then contact the Campus Sheriff’s Office at ext. 6313, and Student Health Services at 6435. If the accident is not life-threatening and the person is ambulatory, complete an Accident/Incident Report and refer the student with the form to Health Services, Room 912 in building 900. If the student needs assistance to get to Student Health Services, please call the staff at ext. 6435 or the Campus Sheriff’s Office, ext. 6313. The information on the Accident/Incident Report will be used in the completion of insurance claim forms and should be as accurate and complete as possible. Copies of the report may be picked up from the Student Services and/or Student Health Services.
CLASS-ASSOCIATED ACTIVITIES (FIELD TRIPS)

To furnish Cabrillo College students with knowledge and valuable educational experiences not available in the classroom, the Governing Board supports the use of field trips consistent with the objectives of the course. A field trip is defined as a class activity at a location other than Aptos campus, the Watsonville Center, the Scotts Valley Center, or a college off-campus facility. Courses given in their entirety in the field are designated “study travel” and are covered by the study travel policy. Athletic trips are covered by the athletic trip policy.

Instructors shall make field trip arrangements with the approval of their Division Dean. The college will provide or make available appropriate liability and medical insurance coverage for field trip participants. In compliance with the Education Code, no student shall be charged a fee to attend a field trip. No student shall be prevented from making a field trip nor shall a class be authorized to take a field trip if any student who is a member of the class will be excluded because of insufficient funds for costs other than incidental expenses.

Faculty shall submit the Class-Associated Activity Form to the Division Dean at least seven days in advance of the field trip date. This is required to comply with District insurance regulations. When students provide their own transportation, indicate this on the form. Class begins at the field trip site.

Requests for college transportation shall be submitted on the transportation request form in accordance with the travel policy. Procedures for use of college transportation will also follow the travel policy.

- **NO ONE**, neither faculty, staff nor student, may drive a District vehicle without first being cleared to do so by the Campus Sheriff’s Office. This process takes two to four days, so plan ahead.

- Classes requiring travel in order to participate in scheduled competitions will have priority for the use of college vehicles.

- Faculty are encouraged, when feasible, to have students provide their own transportation and meet at the field trip site.

- When students provide their own transportation, indicate this on the form. Class begins at the field trip site.

- A roster of students participating in the field trip must be on file in the Division Office before departure.

- All participants on the field trip shall be registered students.

- The instructor of record shall accompany students on a class-associated field trip.

The field trip may be scheduled at any appropriate time; however, if attending a field trip will cause a student to be absent for another class, that student may not be required to take the trip unless arrangements mutually satisfactory to the student and the other instructor can be made for the missed work to be made up.
STUDY TRAVEL

In accordance with the California Education Code Section 35330, it is the policy of Cabrillo College to provide Study Travel Programs that shall include study travel/field study courses and semesters abroad. A study travel/field study course, usually short term in length, is taught off campus in order to present course content within a specific environment; a Semester Abroad program provides a full-term program of study offered at a site in a foreign country. Current program information is available in the BELA Division office.

The college recognizes that the movement of students across community, cultural, geographic and national boundaries is an important and enriching element of post-secondary education, and field study is a significant component of natural and social science curricula.

The purpose of Study Travel Programs is instruction that allows students to:
1. Develop international perspectives
2. Receive appropriate credit for courses meeting the same curriculum standards as courses on campus
3. Experience and learn from a cross-cultural environment
4. Study course content within a biological, geographical or cultural context

Study travel credit is awarded for educational achievement and performance within program objectives, not for visits and tourist activities. Credit awarded for participation in study travel courses is based on the same standards required for on-campus courses.

The BELA Division Dean will provide administrative coordination and supervision for all programs and will serve as the central point of access for information. Study travel program activities will be administered in accordance with the following regulations:

A. CRITERIA FOR PROGRAM
   1. Courses to be offered must be listed in the college catalog and comply with all state requirements and college policies.
   2. Semester Abroad Program curricula must comprise a full course of study appropriate to the term that the program is offered.
   3. Programs must include a pre-departure orientation sessions for students. These sessions will include academic and cultural adjustment preparation so that students may more fully benefit from their experience.
   4. Programs must show evidence that students’ educational experiences will be significantly enhanced by instruction in the off-campus environment.

B. PROGRAM PROPOSAL
   1. All initial proposals to schedule regularly offered classes for study travel must be reviewed by the appropriate department and division. A recommendation to schedule a study travel course shall be submitted to the Instruction Office.
   2. Initial proposals shall be submitted to the Study Travel Committee for review and approval.

The Instruction Office and the Study Travel Committee shall submit approved programs to the Superintendent/President for conceptual approval.
ADMISSIONS AND RECORDS

Registration
There are two phases for registration – Early Registration (before class starts) and Add Period (once class starts). All registration must be processed online by the student, except in three circumstances, when it must be processed in person.

1. Early Registration
   a. When registration opens up for each group (before class starts)
   b. Students are emailed their registration date and time
   c. Use WebAdvisor (https://wave.cabrillo.edu)

2. Add Period
   a. First day of class (this date might be before the term starts)
   b. Instructors must provide student with Add Code, for the corresponding section
   c. Use WebAdvisor (https://wave.cabrillo.edu)

Exceptions - In Person Registration
1. Repeating a course
2. Overlapping Course—when two or more classes overlap in time
3. Instructor error – (Late Add Slip) when a student has been actively attending since the first day of class and instructor did not include them in their census report.

Add Codes
Add Codes have completely replaced Add Slips of the past. Admissions & Records will no longer accept Add Slips. Add Codes are unique and random codes created for each section and can be accessed by going to the Faculty Menu on WebAdvisor and clicking the “Add Codes” link.

Add Codes can only be used during the Add Period which is from the first day of class until the “Add By” date found on the class roster. Add Codes cannot be used during the Registration Period (before the class starts).

Tracking the codes that are given out is important. Each Add Code may be used only once. If the same Add Code is accidentally given to two students, only the first student will successfully add the class. The second student will have to return to the instructor for a different code. If you see “Void” instead of a 4-digit Add Code, ignore it and move to the next available Add Code.

Instructors may choose the best method for their specific classes to manage and track Add Codes. Here are a few examples…
Add Codes can be:
- printed from WebAdvisor and taken to class
- copied into another program
- written down at the end of the Class Roster
- emailed to students
- looked up in class and given to students verbally

To verify who is currently enrolled in your class, check your Class Roster on WebAdvisor. Once the student has added using the Add Code, his or her name and student ID will appear on the Add Code page in WebAdvisor next to the actual Add Code used. Please note that it will not reflect added students who subsequently drop.

Students with valid Add Codes may still be blocked from adding if they don’t meet the course prerequisite, are on academic or progress dismissal, or have any hold on their record for administrative reasons. Please direct
students with questions about such blocks to Admissions & Records. Students with invalid or duplicate Add Codes will be referred back to you for another Add Code.

If you anticipate using all of your Add Codes, additional Add Codes may be requested through the Division Office. (The number of Add Codes initially created will be the same as the capacity of the class. For example, a class with a capacity of 30 will have 30 Add Codes available.)

If you have questions about or issues with Add Codes, contact your Division Office staff or the TLC 479-5030

**Attendance and Course Rosters**

Once your class has begun, your record keeping gets underway. You need to be aware that as a faculty member, you are responsible for maintaining official student attendance records and meeting report deadlines.

There are two primary attendance record systems:

1. **Census Report**
   - The census method requires taking enrollment during the week (or day) prior to census day. You submit your census report on WebAdvisor by the deadline (20% of class meetings, for short term courses, or the term).

2. **Positive Hour Attendance**
   - At the moment, this is still done using paper roster.
   - Positive hour attendance record keeping requires that you collect the total hours of attendance for each student in each course throughout the semester. These hours are to be added together and turned in with your final grades. (Note: All final grades are submitted using WebAdvisor)
   - Prior to finals, Admissions & Records will send you a Positive Hour Roster. This lists the names of students in your class, including dropped students, with spaces provided to indicate positive hours. **This must be completed and returned to Admissions & Records within 48 hours of the last class meeting.**
   - Please be sure to return your positive hours (with grades online) on time so that students’ grades and Cabrillo’s reports to the Chancellor’s Office will not be late.

**Important factors to take in consideration:**

- Students must be officially enrolled to attend class.
- It is the student’s responsibility to drop their classes. Do not tell students you will drop them.
- Your online rosters will have important dates and deadlines. Please share this information with your students.

**You will be responsible for submitting the following Rosters online:**

- **Census Rosters**
  - Be sure to withdraw “no-show” and non-attending students by Census, so we do not inappropriately collect State funding.

- **75% Withdrawal Rosters**
  - If at this point the student has been attending your course but is not officially on your roster, please give a student a Late Add slip and have them come to the Admissions & Records office for processing.

- **Positive Hour Roster**
  - Record the total number of hours each student attended during the semester.
  - This will be the only paper roster that Admissions & Records will put in your mailbox.
  - Rosters are due 48 hours after last class session.
- Dropped students should have a record of hours up to the day the student stopped attending.

- **Grade Rosters**
  - Grading is done 100% online on WebAdvisor for Faculty.
  - Rosters are due 48 hours after the semester has already ended.
  - If you are issuing an Incomplete Grade, make sure the Grade Desk has a contract signed by you and the student. This is also due at the time of grades submissions.

Cabrillo College policy covering absence from class. “*Inactive status of a student occurs when his/her number of unexcused absences exceeds the number of times the course meets in one week, unless the student makes special arrangements through the instructor.*”

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Excessive absence from class constitutes reason for an instructor to drop a student from that class. Student absences are considered excessive when they exceed the number of times the course meets in one week (for full-term, 16 week courses). However, it is ultimately the student's responsibility to officially withdraw from classes by published deadlines to avoid failing grades.

Admissions & Records Contacts:
- Delia Torres, Grade Desk Technician, 479-5074, detorres@cabrillo.edu
- Ana Celia Ruiz, Admissions & Records Coordinator, 479-6219, anruiz@cabrillo.edu

**Late Adds**
Late Adds cause a lot of administrative and Financial Aid problems, especially since they occur after census day. It is very important for instructors to take attendance every day leading up to census in order to make sure that every student in the classroom is accounted for.

However, on the occasion that a student was missed by the instructor during Census Day reporting, the instructor must complete a Late Add slip, verifying that the student has been in attendance. In the case of an audit, the instructor will be required to provide documentation to State auditors of this attendance. The student must bring the Late Add Slip to Admissions & Records for processing as soon as possible.

There will be **no** Late Adds accepted past the 75% deadline, regardless whether the student has been in attendance the whole semester.

**Course Deadlines**
For Full-Term Courses:
- **Student deadline for online registration via WebAdvisor.**
  - Fall 2012: Sunday, August 26, 2012
  - Spring 2013: Sunday, February 10, 2012

- **Student deadline for adding a class.**
  - In-person (if the student requires staff override)
    - Fall 2012: Friday, September 7, 2012
    - Spring 2013: Friday, Feb 22, 2013
  - **Online via WebAdvisor**
    - Fall 2012: Saturday, September 8, 2012
    - Spring 2013: Saturday, February 23, 2013
• Student deadline to drop without receiving a “W” grade.
  o In-person (if the student requires staff override)
    ▪ Fall 2012: Friday, September 7, 2012
    ▪ Spring 2013: Friday, Feb 22, 2013
  o Online via WebAdvisor
    ▪ Fall 2012: Sunday, September 9, 2012
    ▪ Spring 2013: Sunday, February 24, 2013

• Faculty deadline to complete Census online via WebAdvisor. Please withdraw “no-show” and non-attending students by these dates so we do not inappropriately collect State funding. Students dropped by you on the Census Roster will not receive refunds or reversal of their charges.
  o Fall 2012: Monday, September 10, 2012
  o Spring Deadline: Monday, February 25, 2013

• Student deadline for arranging a “pass/no pass” option with you.
  o Fall 2012: Saturday, September 29, 2012
  o Spring 2013: Saturday, March 16, 2013

• Student deadline to withdraw with a “W.” Please note, you will not be able to drop students after this date.
  o Fall 2012: Saturday, November 17, 2012
  o Spring 2013: Saturday, March 16, 2013

For Short-Term Courses:
• Each short-term course (including winter and summer courses) has its own deadline dates, which are different from those of full-term courses. Be sure to check the appropriate deadline dates printed on your WebAdvisor roster and inform your students.

Forms

• Incomplete Contracts
  o Must be submitted for each student issued an “I” grade.
  o Filled out completely stating what is needed to complete Incomplete grade and what will be the default grade.
  o Must have two signatures: Instructors and students.
  o Forms must be picked up by you the Instructor. They may be picked up at your Division Office; Faculty Lounge/Mail Room or Grade Desk located in the Admissions and Records Office.
  o Drop off at the Grade Desk in Admissions and Records.

• Grade/Roster Change
  o Will not be given to a student for any reason.
  o Filled out completely.
  o Signed by Instructor and Division Dean.
  o Forms may be picked up at your Division Office; Faculty/Mail Room or Grade Desk located in the Admissions and Records Office.
  o Drop off at the Grade Desk in Admissions and Records.
REINSTATEMENTS

ALL REINSTATEMENTS MUST BE HANDLED AT THE GRADE DESK
PRIOR TO FINALS WEEK

The instructor may request a reinstatement in the following instances:

a) If the instructor drops a student from a course in error at Census or Last Withdrawal.

b) If a student drops themselves in error.

- Reinstatements are to be completed prior to finals week to ensure more accurate records and transcripts.
- Instructors can reinstate a student by turning in a Roster Change form marked “Reinstate” to the grade desk.
- All reinstatements must be submitted in writing and will be processed at the Grade Desk.

WEB ADVISOR AT-A-GLANCE

You may access the following items through WebAdvisor:
- Class Rosters (including waitlisted students)
- Add Codes
- Faculty Drops and Census
- Grading
- Email Class
- My Class Schedule
- Search for Sections
- Faculty Feedback

Accessing WebAdvisor
- If you are on campus, simply open your browser and type “wave” in the address box and click on “Go” (or press Enter).
- If you are accessing WebAdvisor from off campus, click on WebAdvisor from Cabrillo’s homepage.

Logging in
- Click on the “Log In” tab
- User ID = first initial, middle initial, full last name (if you have trouble, click on “What’s My User ID”)
- Initial Temporary Password = birth date (mmdddy eg: 121752)
- Be sure to enter a hint for your new password.
- Click on “Faculty.” (If you’ve logged in and “Class Roster” does not appear as an option on the “Faculty Menu,” you do not have faculty access to WebAdvisor. Email helpd@cabrillo.edu requesting faculty access. Include your name and department. This may take a few days to process.)
Class Rosters
• Click on “Class Roster”
• Choose a term and click on “Submit”
• All of your classes for the term will appear. Click on the radio button next to the class that you’d like to view. You may not pick more than one class at a time
• View up-to-the-minute list of students enrolled or waitlisted
• Click on the student’s name for student profile information
• Click on “How to Print/Copy Roster” to view instructions for printing and/or exporting data to Excel.

My Class Schedule
• Click “My Class Schedule” to view all of your classes for recent terms including any class for which registration has started.

Positive Hours
• Entry of Positive Hours is not available at this time. A&R will send you a hardcopy Positive Hour Roster for positive hour courses.

Logging Out
• Log out of WebAdvisor whenever you leave your computer. Click on the “Log Off” tab. A message tells you that you are logged out and suggests that you close your browser. Click “Ok.”

Confidentiality
Student data is confidential and for your eyes only. Treat it as if it were your personal credit card data by following a few common safeguards.
• Minimize your WebAdvisor window if a student comes into the office.
• Give no one your password.
• If you export the data to a laptop or PC, continue to treat the data with respect and caution.
• No demographic data or academic progress about a student should be given to another student.

Getting help with WebAdvisor
There are several people available to assist you--
• Questions about logging in – Always begin by asking your division staff. They have been trained and are happy to help. Additionally, the TLC is (479-5030) may also provide assistance. If you are still having problems, contact the Help Desk (479-6392) or email them at helpd@cabrillo.edu.
• Questions about your sections – Ask your Division Office staff
• Questions about student enrollment – Admissions & Records
• Questions about browser versions or connectivity - Help Desk (479-6392 or helpd@cabrillo.edu)
• Reporting broken links, unclear messages, confusing responses – use the link on the “Faculty Menu” on WebAdvisor called “Faculty Feedback.” Someone in IT will get back to you about these issues. Note: Compliments are accepted too.

Faculty Feedback?
Feel free to submit "Faculty Feedback" concerning your experience with WebAdvisor. WebAdvisor is a software package purchased by Cabrillo and we are committed to keeping it as close to "vanilla" as possible. Only items that prevent us from doing business will be considered for possible modification. Cabrillo does not have the resources to make modifications to the general design of WebAdvisor, such as font color or word positioning.
SPECIAL STUDIES

Recognizing that the classroom presentation does not always allow sufficient time for consideration and elaboration of special topics of interest to instructor and student, Cabrillo College, under limited circumstances, offers special study courses. These courses allow the student to explore special aspects of subject matter with one or more faculty members or have an opportunity to review in greater detail the material covered in class. Special study classes are limited to those classes that transfer. Four-year colleges and universities may limit the number of special studies units that are accepted. See college catalog and CCFT Contract, and speak to your division dean for more information.

Registration Process for Special Studies:

- Form is completed by instructor, not student.
- Instructor must sign the form.
- Division Chair/Dean signature indicates administrative review and approval.
- Unit pay must be noted.
- Approved form is submitted to Instructional Program Coordinator, who assigns a section number.
- Form is submitted to Admissions and Records, who enrolls the student and notifies him/her with a Registration Statement. The student then has five (5) days to pay for the Special Studies proposal.
- Special Studies proposals are accepted during the first eight (8) weeks of the Fall and Spring Semesters.
- Summer Special Studies must be completed by the end of the first week of classes. No Special Studies in Wintersession.
- Instructor’s pay for Special Studies is approved after the grades for the study are completed. Include a copy of your grade roster with request for payment.

Guidelines for Completing this Form:

Title 5 requires that educational materials in associated degree courses be “college level” and that associate degree courses incorporate “critical thinking” and the application of college level concepts.

1. For purposes of defining “college level” the Curriculum Committee will accept:
   a. Texts, readers, materials, etc., which have been adopted at other accredited two or four-year colleges for use in parallel transferable courses, or
   b. Instructors may provide different evidence such as reading level analysis, publisher’s certification, skill level or other evidence to be submitted to the Curriculum Committee for approval.
   c. Use of a vocabulary at a level equivalent to that found in college-level reading materials.
   d. Text is an established classic in a given field.
   e. Text is a standard college text (Determination of the status “standard college text” may be achieved by appearance on a standard college publisher’s list.)
   f. Text is a primary source.
   g. Department shows that use of a text is inappropriate by reference to the widespread practice of four-year colleges or a properly conducted job analysis of the relevant occupation. In the latter case, course texts would need to be at a level of competence and to merit their being considered as “post-secondary” by the Occupational Advisory Committee. When the materials do not fit into any of these categories, the department may provide justification of the appropriateness of the college materials.
For purposes of defining “critical thinking,” the student will be expected to perform one or more of the following exercises as evidence that critical thinking is required in the course.

- Anticipate
- Synthesize
- Deduce Valid Conclusions
- Solve Novel Problems
- Justify
- Improvise
- Explain
- Compare and Contrast
- Critically Assess
- Identify, Anticipate and Pose Problems
- Analyze
- Evaluate
- Apply Principles
- Interpret

Other exercises may also be acceptable to the Curriculum Committee.
HONORS PROGRAM

Cabrillo College provides opportunities for student enrichment and recognition through an honors program that:
1) Promotes academic excellence;
2) Benefits students of exceptional academic preparation, ability, creativity, or motivation; and
3) Enhances faculty curriculum development through close involvement in the teaching of such students.

Honors designated coursework shall extend or deepen students' knowledge of a particular field or permit students to pursue learning beyond the scope of existing courses. Thus, honor students will be challenged and encouraged to fully realize their potentials and abilities.

HONORS TRANSFER PROGRAM

The Cabrillo Honors Transfer Program provides an enriched educational experience through stimulating seminars, sophisticated literature and outside research. The goal is to encourage Cabrillo students to seek challenges and pursue excellence. We offer an honors learning community that serves the high potential, high achieving students of our county. Universities are looking for outstanding students who have completed more than the minimum transfer requirements. As a result, competitive universities actively pursue honors students. Honors students will benefit from priority admission or a competitive edge in the admissions process depending upon the college or university to which they apply. They will additionally receive from Cabrillo the following: scholarship advising and opportunities, research support from the College's award-winning library staff, counseling and transfer assistance, recognition of honors coursework on transcripts, smaller class size, faculty mentors, a stimulating environment, membership in an honors transfer community of students, enriched curriculum, and a strong support network. The minimum qualifications for students applying directly from high school include a minimum 3.5 high school GPA or 1900 SAT or 29 ACT test scores. Students who have completed high school and are enrolled in college (Cabrillo or another college) need a minimum 3.3 cumulative GPA. Verification of writing proficiency, one letter of recommendation, and an essay are also required to complete the application for the Honors Transfer Program. If a student thinks he/she may not presently meet the entrance requirements, he/she may still try an honors course. See the website for additional information and applications www.cabrillohonors.org.

HONORS SCHOLAR DESIGNATION

To achieve the Honors Scholar designation, students must complete four (4) or five (5) honors courses in a minimum of 15 semester units with a transferable GPA of 3.5 or higher. Each completed honors course is designated as Honors on a student's transcript. Students who complete the 15-unit program receive the designation Honors Scholar posted on their transcript and their accomplishment is announced at Cabrillo's graduation. Both honors courses and the Honors Scholar designation will stand out on university applications and improve students’ chances of being admitted to selective colleges and universities. For more information contact the Honors Transfer Program, (831) 477-3505 or visit our website at www.cabrillohonors.org.
PRECOLLEGIATE BASIC SKILLS

Enrollment in precollegiate basic skills coursework is limited to 30 semester units of instruction, except for students enrolled in English as a Second Language courses or who are identified as having a learning disability. The 30-unit limit may be waived if students show significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Appeal and Waiver Procedures

1. A student seeking to waive or appeal the unit limitation on enrollment in precollegiate basic skills courses shall submit a petition to an academic counselor. The counselor shall meet with the student to review educational records and faculty progress reports and to develop an academic plan for the next semester. The counselor shall forward the student petition, the plan, student records, and faculty progress reports to the Vice President, Student Services, who shall forward them, with a recommendation, to the Academic Council subcommittee for student appeals.

2. If, after review of student records and faculty progress reports, the Academic Council finds the student has made consistent and significant progress but has not quite attained eligibility for college courses, the Academic Council may grant a waiver. The petition indicating the action taken by the Academic Council shall be given to the Director of Enrollment Services, who shall notify the student of the decision on the waiver.

3. Permission to waive the 30-unit limit will allow the student to enroll in basic skills courses for a period not to exceed one semester and for a maximum of 10 basic skills units. A student may apply for additional waivers, but may receive waivers for a total of not more than 15 units.

4. The student shall sign a form acknowledging his/her knowledge of the limitations of the waiver.

5. Once a waiver is approved, the student will not be barred from registering in basic skills classes up to the maximum unit limit approved.

6. If the waiver is denied, the Director of Enrollment Services shall refer the student to appropriate adult education programs or community services.

7. A student may submit to the Director of Admissions & Records a petition for reinstatement upon the successful completion of coursework or a community services program and/or appropriate scores on the Cabrillo College assessment tests. The Academic Council Subcommittee on Student Appeals shall review the petition and grant or deny reinstatement on the basis of whether the student can demonstrate skill levels that will reasonably assure success in college level courses.

The Cabrillo Learning Communities are designed to help students succeed by helping them connect with other students and use college resources more effectively. Cabrillo offers many learning communities, such as ACE, REAL and STARS. Check out the Schedule of Classes to find learning communities in a variety of subjects.
ATTENDANCE

Students are expected to attend all classes and labs. Students who are absent because of illness should personally contact their instructors. Illness-related absences do not relieve students from the responsibility of making up any work missed. It is the responsibility of the student to obtain information concerning missed work and to see that it is completed and turned in.

EXCESSIVE ABSENCE

Class hours of absence are considered excessive when they total more than the number of hours a full-term class meets during each week of a 16-week semester. This applies proportionately to short-term day, evening, summer, wintersession, and weekend classes. For example, if a student is absent for more than three hours in a summer class that, when scheduled as a full-term class during a fall or spring semester meets for three hours per week, the student's absence can be considered excessive, irrespective of the number of class meetings missed. Excessive absence from class as defined in the above paragraph will constitute reason for an instructor to drop a student from that class. However, it is the student's responsibility to officially withdraw from classes by published deadlines to avoid failing grades.

ATTENDANCE AT FIRST CLASS MEETING

Students who do not attend the first class meeting may be dropped and their seats filled by other students. If a student is unable to attend the first class meeting, it is his/her responsibility to notify the instructor personally or in writing. Students should not, however, assume that they will be dropped. It is the student's responsibility to officially drop a course using WebAdvisor online registration. If the instructor does drop the student from the class, there is no automatic refund or reversal of charges. The student must drop by the deadline during the first two weeks of instruction for full-term courses. Short-term courses have much shorter deadlines, available from Admission and Records at Aptos or the Watsonville Center. To ensure a refund or reversal of charges for a short-term course, the course should be dropped by the student on the first day of class. If a student is unable to attend the first class meeting, it is the student's responsibility to notify the instructor before that class meeting and request that the seat be held. The instructor is under no obligation to honor this request. For online classes, students may be dropped who do not complete the required orientation OR contact their instructor by the end of the day published as the start date.
EXCLUSION FROM CLASSES

When a student has excessive absences, causes disciplinary problems, or fails to obtain a satisfactory grade in a prerequisite course, the instructor may request the Admissions & Records Office withdraw the student from class.

FINAL EXAMINATIONS

**Final examinations are required in all courses.** A schedule of final examinations is published in each Schedule of Classes. Students are to take examinations as printed in the Schedule of Classes. In case of a severe illness which prevents the student from taking the examination at the scheduled period, the instructor should be notified prior to the exam, and as soon as possible the student should arrange with his/her instructor to make up the examination.

Any changes to the final exam schedule must be discussed and agreed upon by all students in the class, the instructor must verify that the new date and/or time is acceptable to all students, and that there is a room available for the changed exam (contact the facilities office, 6332). If the exam is to be held off-campus, a field trip form (available in the Mailroom) must be completed. In all cases, a written request shall be sent to the division dean, stating the published date, time, place and the new date, time, place; a statement that all students know and agree to the change; and an indication that there is a room available for the exam. The change may be made only with the approval of the dean and notification to the Office of Instruction.
Enforcement, interpretation and waiving of academic regulations are handled by the Academic Council a standing committee of the Faculty Senate.

The Academic Council makes recommendations on matters which affect the academic standards of the college, including consideration of admission standards, grading practices and course transfer problems.

A student who wishes exemption from any college requirement shall prepare a petition after consultation with a counselor. The student may present the petition personally to the Council or have it presented by a counselor. The administration will apply policies established by the Council to student petitions.

Link to Academic Council Homepage: http://www.cabrillo.edu/~bkrein/AcademicCouncil/
STUDENT SERVICES

As a faculty member, your assignment will likely bring a cross section of our total student body into your classroom. This means that you will receive questions from students regarding many aspects of the college. Since our function is to provide as much student assistance as is required to keep students in school, we would urge that you encourage your students to avail themselves of the following services:

STUDENT AFFAIRS

Located in the Student Activities Center (SAC) East building, the Student Affairs Office is the operational hub of extracurricular activities at Cabrillo and serves as the student campus information center. Its staff is equipped to assist individual students and student groups in coordinating all manner of events and activities from dances to BBQ’s. This office also offers a wide range of services and programs which include but are not limited to: Student Senate and student club information (including assistance to faculty who want to start a student club), social and educational programming, leadership development opportunities, flyer and poster approval, housing website, vending contracts, parking permits and Student Activity Cards.

DISRUPTIVE BEHAVIOR

Disruptive behavior should not be tolerated. See AR6110, the Student Rights and Responsibilities Handbook, (http://cabrillo.edu/services/studentaffairs/documents/SRRFinalRevision4.3.2012_000.pdf) for procedures involving disruptive behavior. Disruptive behavior forms to report incidents can be obtained either on the Campus Public Drive under Student Services, in the Student Rights and Responsibilities Handbook, or on the Student Affairs website. A Flex activity entitled “Documenting Student Behavior” by Sesario Escoto is scheduled at the beginning of each semester to walk faculty through the disruptive behavior reporting process. For very serious incidents jeopardizing the safety of students and faculty, call 911 immediately. For questions or individual consultation call the Dean of Student Services, Sesario R. Escoto at 479-6525.

COUNSELING

Mission Statement:

The Cabrillo College Counselors are committed to providing students with accurate information and informed advice regarding their educational and career goals. We are also committed to providing Cabrillo students with encouragement and support toward achieving those goals.

Services:

The Cabrillo College Counseling Department is staffed by professionally trained counselors who provide several types of counseling to students:

Academic Counseling:

Occupational and two-year degree advising
Provides students with information about the requirements for the Associate Degrees (A.A./A.S. degrees) and occupational programs offered at Cabrillo. Students receive an academic plan to help them achieve their goals.
**Transfer Advising**
Provides students who plan to transfer to a four-year college or university with information about four-year college admissions and programs and the transferability of Cabrillo’s courses to those institutions. Students can obtain an academic plan that will include admission and general education requirements, as well as the courses that will best prepare them for their major.

**Career Counseling:**
Enables students to understand their values, interests and skills and to research a variety of career options. The career planning process also assists students in learning to manage job/life transitions.

**Personal Counseling:**
Provides students with personal counseling to help them with self-exploration as it relates to their college experience and their educational goals. Personal counseling is available on a limited basis.

Other Services Available through the Counseling Department include:

- Short courses and workshops in career planning, study skills, general transfer requirements and other topics as needed.
- Transfer Admission Agreements (TAAs) for eight University of California campuses, four Cal State Universities and three private universities.
- Referral to other student services as appropriate (Assessment, Disabled Student Services, EOPS, Financial Aid, Health Services, MESA, Puente Project, Transfer Center, Tutoring and Re-entry Center).

**STUDENT HEALTH SERVICES**
Student Health Services provides currently registered students with basic medical services, health education and prevention services, mental health counseling, physical exams and school-related health requirements. Laboratory testing, immunizations and medications are available as well. Student Health Services staff are available for in-class presentations on a variety of health related topics.

We are located in room 912 on the Aptos campus and in the Student Resource Center at the Watsonville Center. Visit our website at [http://www.cabrillo.edu/services/health/](http://www.cabrillo.edu/services/health/) or call x6435.

**SCHOLARSHIPS**
Each year Cabrillo College awards a number of local scholarships ranging in amounts from $25 to $2,000. Awards are made on a competitive basis using the criteria for selection established by the donors of these scholarships. Applications will be available each fall and are awarded for the following school year. The application deadline is early December. Additional information regarding application procedures for scholarships may be obtained from the Financial Aid and Scholarships Office in the 100 Building.

**VETERANS**
Veterans Affairs provides services to meet the various needs of veterans and to assist them in obtaining prompt receipt of their benefits. Information may be obtained at the Veterans Affairs window, Building 100, in the Admissions and Records Office, from the following link ([http://www.cabrillo.edu/services/ar/veterans.html](http://www.cabrillo.edu/services/ar/veterans.html)) and also from the 2012-2013 Catalog.
FINANCIAL AID AND SCHOLARSHIPS OFFICE

Financial aid is intended to bridge the gap between the student’s educational expenses at Cabrillo and the expected family contribution. The expected family contribution is determined by a federal need analysis methodology, which measures the family’s financial strength and ability to pay for college. There are various forms of aid available including the Board of Governor’s enrollment fee waiver (BOG), grants, loans and work-study employment.

In order for students to receive aid other than the BOG fee waiver, they must maintain satisfactory academic progress. This means maintaining a 2.0 GPA, completing the units they attempt and not exceeding the maximum units for their program length. The Financial Aid Office has found that the majority of students who have not maintained satisfactory academic progress and who are suspended from aid have taken on too much. Faculty can help by encouraging students to take a manageable course load.

Twenty-four hour phone service is available in English and Spanish for students to access information or leave messages at 479-6415. Check out our web site. You can access it from the Cabrillo home page.

The Financial Aid staff encourages faculty to refer students to the office if they have questions or concerns. If you would like any additional information, would like a financial aid presentation in your class, or have ideas for financial aid workshops during Flex Week, please contact Lynn Leslie at 479-5611 or e-mail her at lyleslie@cabrillo.edu.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)

Extended Opportunity Program and Services (EOPS) is a state funded program designed for full time Cabrillo students identified as economically and educationally disadvantaged. We recruit at all local feeder High Schools, Continuation Schools and community agencies. Services available to eligible students include Cabrillo College/EOPS orientation; financial assistance; academic skills assessment; personal, vocational and transfer counseling; educational and career planning; student advising; tutorials, study skills, campus resources, community agency referrals, university field trips and book vouchers. Cooperative Agencies Resources for Education (C.A.R.E.) program is also available. CARE offers single parent students childcare grants, meal cards, textbook assistance, and other services. Interested students may contact the EOPS Office, room 907 and 910 or call 479-6305 for more information. EOPS/CARE webpage: http://www.cabrillo.edu/services/eops/

STUDENT EMPLOYMENT

The Student Employment staff actively serves Cabrillo College students and graduates who are seeking employment in full or adjunct positions off campus. The Student Employment Center is also the central office for all on-campus student jobs and for Federal Financial Aid Work-Study positions. Workshops on job seeking skills are offered each semester, and individualized assistance is available by appointment. Faculty wishing to post a job should contact the Student Employment Office at 479-6413. Student Employment webpage: http://www.cabrillo.edu/services/jobs/

The Student Employment Center Office enjoys the confidence of a wide range of employers who regularly list job openings and to whom qualified students are referred. The placement service is integrated with the total education process of the college and works cooperatively with occupational education departments, the college Career Center, Financial Aid Office, and the Cooperative Work Experience Program.
Cooperative Work Experience Education Courses

Cabrillo College offers three opportunities for students to receive course credit through linking academic opportunities with paid or unpaid workplace experiences: Career Work Experience, General Work Experience and Service Learning. Students earn one unit per 60 hours of unpaid work experience or one unit per 75 hours of paid work experience. Work Experience students benefit by gaining a realistic approach to the 21st century job market, validating interests and clarifying career goals by applying classroom theories to the work environment and having work experience to refer to on future job applications.

**Career Work Experience** is for students enrolled in career-oriented majors. This program provides supervised work experience at the worksite that is directly related to the student’s career goal and, along with other on-campus lecture and laboratory courses, is an integral part of the student’s major. Students who enroll in Career Work Experience must be concurrently enrolled in one other course that qualifies for the degree or certificate in their career/occupational major. Specific Career Work Experience courses are listed under each occupational program.

**General Work Experience** is for students who want to explore career and work experience opportunities. This program, designed to help students develop career and workplace culture awareness, combines classroom instruction with paid or volunteer work experience, utilizing the community’s business, industry, government and non-profit agencies as expanded educational sites. Courses are listed under Work Experience Education.

**Service Learning** is for students who are co-enrolled in a course that offers a Service Learning option. Service Learning integrates community service with academic learning, focusing on meeting community needs and achieving course objectives. Individual course listings will specify if a course includes a Service Learning option.

To enroll, a student must be enrolled in a minimum of seven units including Work Experience Education, have a full or part-time paid or volunteer job, attend a one-hour orientation session, and develop learning objectives with the assigned faculty instructor and the worksite supervisor.

If a student does not currently have a job, the Cabrillo College Student Employment Center, (SAC-WEST, first floor), can assist in obtaining suitable paid employment and unpaid work experience opportunities. Many of their job resources can be accessed through their web site by searching for “job placement” at the Cabrillo home page.

Work Experience credit is maybe transferable to select CSU campuses. Students are advised to check with a Cabrillo College counselor. Additional assignments are required for Work Experience transfer credit.

For further information, contact the Work Experience Education Program Coordinator at 477-5650, Room 2100B. Students can also access the Cabrillo College Cooperative Work Experience web page by selecting ‘Resources and Labs’ on the Cabrillo home page and selecting the link for Cooperative Work Experience.
DISABLED STUDENT PROGRAM AND SERVICES (DSPS)

Disabled Student Programs and Services offer a variety of services to enable students with disabilities to function independently in the educational environment. The objectives of these services are to integrate and mainstream students with disabilities into general campus programs and activities.

The following services are provided to students enrolled through the Disabled Student Services Office, Library, second floor: Counseling and advising, tutorials, academic support, interpreters, note takers, special classes, special equipment, on-campus transportation, special parking, priority registration, test proctoring and other test accommodations, liaison with local, state, and federal agencies, specialized adaptive equipment, a High Tech Center with computer adaptations and adaptive physical education. For more information, call Nikki Oneto: 479-6379, Alta Northcutt: 479-6370 or 479-6421 (TTY); Fax 479-6393.

FAST TRACK TO WORK PROGRAM

Fast Track To Work is a hub of information and services for three programs: Workforce Investment Act (WIA), California Work Opportunity and Responsibility to Kids (CalWORKs) and Career Technical Education Teacher Preparation Pipeline (CTE/TPP) which are designed to support students enrolled in Career Technical Education (CTE) programs who meet the eligibility requirements of various federal, state, and county funded programs. Fast Track provides intensive support services to increase student retention, encourage academic success, improve student prospects in the labor market and to promote enthusiasm for lifelong learning. Services include: individual orientations and needs assessment, specialized academic counseling, referrals to campus and community resources, financial assistance with enrollment fees, books, supplies, lab fees, transportation and other required materials. Services may vary.

Phone: (831) 479-6344
Open: Monday, Wednesday & Thursday: 8:00 a.m – 12:00 and 1:00 pm – 5:00 pm
Tuesday: 8:00 am – 10:00 am and 2:00 pm – 5:00 pm
Friday 8:00 an – 12:00 noon
Fast Track to Work homepage: http://www.cabrillo.edu/services/fttw/

LEARNING SKILLS PROGRAM

The Learning Skills Program is designed to serve students with specific learning disabilities. One of the primary functions of the program is to provide students with diagnostic assessment to determine their eligibility for learning disability services. Specific learning disabilities can affect classroom performance, making it difficult for these students to succeed without classroom accommodations, specific compensatory techniques, remedial instruction, specific assistive technology, and support services. Instruction is also provided in study skills and strategies for students with learning disabilities and attention deficit disorder.

Students may be referred by instructors, counselors or community agencies. Interested persons are encouraged to call 479-6220 for further information.

STUDENTS WITH LEARNING DISABILITIES

Some students with disabilities (physical or learning) fail to identify themselves to instructors until a problem arises. For example, a student failed an exam; afterwards, he disclosed that he had been having frequent and exhausting seizures which interfered with his ability to prepare for a test. Another student had a diagnosed
learning disability involving a visual processing weakness that caused her to misread directions on an essay exam; since she misread the question, her answer was unacceptable.

An announcement and a syllabus insertion at the beginning of each semester will encourage some students to identify themselves—especially if their disability is “invisible” (epilepsy, learning, diabetes).

An example of a statement in the syllabus is: I encourage students with disabilities including “invisible” disabilities like chronic diseases and learning disabilities, to explain their needs and appropriate accommodations to me during my office hour. Please bring a verification of your disability and a counselor or specialist’s recommendations for accommodating your needs.

TRANSFER/CAREER CENTER

The purpose of the Cabrillo College Transfer Center is to strengthen the transfer function and to increase the number of students who transfer to four-year institutions through the coordination of college transfer efforts. A primary focus of the Transfer Center is the identification and implementation of strategies designed to increase the number of under-represented students who transfer to four-year institutions.

The Career Planning Center is open to both students and community members. Few decisions are more important than deciding what to make of the future, what career to pursue and what training to acquire. The staff at the Career Planning Center will show students how to determine where their interests lie, what their abilities are, and what work would provide a sense of fulfillment. Students will find assistance in investigating different career possibilities and, with Center guidance, will be able to plan a career, get specialized training, or plan an academic, transfer or vocational program at Cabrillo. The Career Planning Center offers career counseling, classes in career planning, workshops on career topics and job seeking skills, interest testing and a career resource library. Career Assessment packages which include Assessments and counseling services are available to members of the community for a modest fee.

For more information, visit the Cabrillo Transfer/Center in Building 100, or call 479-6385. Hours are Monday through Thursday, 8:00 a.m. - 5:00 p.m. and closed on Friday (http://www.cabrillo.edu/services/transfercenter/)

STROKE CENTER

The Stroke Center is a unique educational program designed for people with physical disabilities who want to learn the skills necessary to regain and/or maintain their independence and re-enter the mainstream of our community. The Stroke Center is located on campus Building HW1000.

Services include:

- Courses in remedial fitness
- Independent living skills
- Speech and language
- Counseling
- Assistance in community placement

The target group is composed of adults with physical disabilities who can benefit from the above mentioned classes. While originally limited to stroke survivors, the center is now available to people with Multiple Sclerosis, Parkinson’s disease, arthritis, brain injuries and other acquired disabling conditions. A physician’s referral is required for admission. Stroke Center webpage: http://www.cabrillo.edu/academics/strokecenter/

Telephone: (831) 477-3300
Fax: (831) 477-3302
ASSESSMENT CENTER

Assessment provides new students with placement testing for Math, English and Reading. Assessment reports advise students of their skill levels and course eligibility. After assessment, students may complete their Cabrillo orientations on the computer or may schedule counselor-facilitated orientations. Orientations include information about assessment results, available services, registration and transfer processes.

New students who are registering for English as a Second Language classes are required to attend an orientation. During the orientation, a counselor will provide the students with the information they need to make an informed decision as to which ESL classes are appropriate for their skill level. Orientation schedules are available at the Assessment Center, the counseling office and the Watsonville Center. Assessment Center webpage: http://www.cabrillo.edu/services/assessment/schedule.html

MATH LEARNING CENTER (MLC)

The Math Learning Center (MLC) is located in Room 1074 of the Learning Resources Center. It provides free drop-in math tutoring to help Cabrillo students develop the problem solving skills and confidence necessary to tackle math problems on their own. Many students come in for a nice place to study and an occasional jump-start on their math problems.

Using the MLC:

Since all MLC activities are coordinated using the MLC Central Computer, students are required to register on this computer and then log in and out on each visit. Once logged in, students may request a tutor on a first-come-first-serve basis by getting on the waitlist located on the MLC Central Computer. Students may also check out a variety of materials for use in the MLC including textbooks, calculators, videos and equipment for visual and manipulative (tactile) learning of concepts in pre-algebra.

Areas in the MLC:

The MLC has the following areas available for student use:
- Testing Room
- Makeup exam proctoring (contact instructor for scheduling details)
- Quiet studying
- Computer room w/ 7 PCs and 4 Apple PowerPCs
- Academic Systems access for Computer Mediated Math class students
- MINITAB and EXCEL w/data analysis package for statistics students
- Internet Access with links to math and statistics sites from MLC webpage
- Math learning software for most math classes
- Microsoft Office on all computers
- Texas Instruments computer cables for linking calculators to computers
- MLC-made calculator programs to assist with various math topics
- Scanner and printers (laser and color ink jet)

Group Study Room (with computer/internet access and video machine) reserved for:
- Student study sections
- Instructor office hours
- Tutor training sessions
- Exam review sessions
● Tutor areas
● Up to 5 tutors available at all times
● Video machines for viewing math videos that supplement course text books
● Math text library
● E-tutoring and MLConline
● Visit our website at: http://www.cabrillo.edu/services/mlc/ for links to these services

READING CENTER

One of the major keys to student success in college is the ability to read well and efficiently. Students with poor reading skills are at a disadvantage in a reading intensive environment like college. In order to be successful in college, a student must be able to read at a college reading level. Almost 50% of entering freshman score below the college reading level. Other students may be reading at the college level but not reading quickly and efficiently. For all of these students, the Reading Center plays an invaluable part in their success in school as well as everyday life.

The Reading Center, located in the Learning Resource Center, provides a variety of courses for students with low to high reading ability. Lecture-based classes include: Reading 255-Basic Reading, Reading 205-Introduction to College Reading, Reading 100-College Reading, and Reading 52-Speed and Comprehension. The individualized reading courses include: Reading 106/206/206ESL, Reading 210-A Vocabulary (Basic), Reading 210B-Vocabulary (Intermediate), and Reading 112-Vocabulary (Advanced).

The Individualized 106/206/106ESL levels contain speed, comprehension, vocabulary, study skills, and critical reading. These classes are open-entry to students may enroll at any time during the semester. Reading classes are provided at the Aptos and Watsonville campuses.
Reading Center webpage: http://www.cabrillo.edu/academics/reading/

TUTORIAL PROGRAM

Tutorial services are OPEN TO ALL STUDENTS. Tutoring is available at no charge for approximately 33 different courses.

Tutoring is provided by appointment. Students may schedule 1 hr/wk per class. Students taking pre-requisites for approved occupational majors may receive 2 hrs/wk per class. Tutoring may be offered in groups.

For more information, contact Antonio Alarcón, Tutorial Coordinator 479-6470 or 479-6126.
Tutorial Program webpage: http://www.cabrillo.edu/services/tutorials/

COMPUTER TECHNOLOGY CENTER

The Computer Technology Center, which opened Fall 1995, is comprised of the following:

● Computing Lab – 1400 building: Provides students with access to PC and Macintosh computers. The lab is open seven days a week. Students must be registered at Cabrillo College to make use of this lab. For more information, contact the computer lab manager, Barbara Durland at X6570.

● Nine PC and Macintosh Teaching Labs – 200/300/500/700/1300/2500 buildings: The eight teaching labs enable instructors to demonstrate software and follow this up with hands-on exercises on either Macintosh or PC computers. Use of these classrooms are scheduled a semester at a time.
Music Studio – 1400 building: A digital recording studio used by the music department.

Open Access Lab – Located in the Computer Technology Center, the Student Open Access Computing Lab is for registered students of Cabrillo College. To use the facility, a student must enroll in CABT510, a no fee, no credit course. Students may enroll at any time during the semester but are encouraged to enroll early to avoid last minute pressure of completing an assignment.

Computer Technology Center Hours: see website for current hours
http://www.cabrillo.edu/services/ctc/
As one of the busiest locations on campus, the Robert E. Swenson Library plays a central role in the education of Cabrillo students, both as a place to use information resources as well as an environment to engage in independent learning. With rapid technological change and an expanding array of information resources, information literacy has become an important skill in both higher education and in the workplace.

Librarians help students, faculty and staff recognize when information is needed and then locate, evaluate and use the needed information effectively. Over 90,000 items (books, eBooks, DVD/Video titles) are listed in the online catalog in the library. The library provides a wide selection of full text database subscriptions to support instruction. The list of online resources includes, but is not limited to: EBSCOhost Academic Search Premier, Literature Resource Center, National Newspapers, Historical New York Times, Britannica Online, ArtStor, Rand California, CQ Researcher, and others. There are over 3,000 video/DVD titles. Access to all of the resources is available from over 60 computers in the library as well as from any computer on campus. Remote access to electronic resources is also available for students and staff with a library card.

The library supports collaborative learning by providing 11 small group study rooms that seat anywhere from six to eight students. Available on first-come/first-serve basis, these rooms are for small groups of students to work collaboratively on research projects. There are 30 wireless open access laptops available for student use in the library. The laptops, like all student computers in the library, have Microsoft Word, Excel and PowerPoint, as well as access to the Internet.

**Special Services**

Special needs are accommodated in the library by the provision of:

- 10% of the tables and carrels high enough for wheelchair comfort
- One Internet access computer equipped with “JAWS” software which reads screens aloud and Zoomtext which enlarges print
- Three computers equipped with Kurzweil reading software
- A CCTV enlarging reader

**COURSE RELATED INSTRUCTION**

Faculty are encouraged to request course specific presentations on information resources for any discipline area or program area taught at the college. These sessions provide a unique opportunity for hands on experience with
course related online information resources. Please call a librarian for scheduling a session, either in the library’s 25-computer classroom or in your own available smart classroom.

COLLECTION DEVELOPMENT
Faculty are encouraged to contact and work with the appropriate librarian for the purpose of selecting print and video materials to add to the library collection. For the name of the liaison librarian assigned to a discipline area or program, please check the list at http://www.cabrillo.edu/services/library/services/collectiondev.html.

RESERVE DESK
Faculty may place personal or library materials on reserve as required reading for courses. Faculty specify the time periods for use of reserve materials. Allow sufficient time for the library to process reserve materials and make them available for the student body. Additional information on library services for faculty may be found on our website, at http://www.cabrillo.edu/services/library/services/reservesfaculty.html.

TEXTBOOKS ON RESERVE
If the cost of a required textbook is $50.00 or more, a single copy of those textbooks will be on reserve at the library. The reserve textbooks are intended for shared use. Most of the reserve textbooks are located in the Cabrillo library on the Aptos campus. The textbooks for CIS, CS, CABT and DM courses are on reserve in the CTC in Aptos. If the course is taught at the Watsonville Center a copy will be on reserve at the Integrated Learning Center (ILC) or the Watsonville CTC.

This textbook loan program is funded by a generous annual $15,000 grant from the Cabrillo College Student Senate. The goal of the program is to guarantee that at least one copy of the most expensive required textbooks is on reserve.

SERVICES FOR REMOTE USERS
Full Text database resources are available from off campus computer workstations to Cabrillo College students, faculty and staff who have a current library card. One must have a library card to access databases from home. Faculty and students are able to apply for a library card online, review their own checked out items, renew materials online, and place a hold on an item checked out to another user.

OTHER LIBRARIES IN THE REGION
Cabrillo faculty receive borrowing privileges at UCSC, with proof of current employment. The Inter-Library Loan service at Cabrillo library will also borrow books from UCSC and other libraries for faculty and students.

GOVERNING BOARD POLICY ON LIBRARY MATERIALS SELECTION AND RETENTION
Recognizing that education is more than exposure through lectures and other classroom experiences to the knowledge, ideas and values of society and that the full range of exploration of the fields of knowledge includes classroom learning, self-directed study and reading, and individualized instructional resources, it is the policy of the Governing Board that the college shall make available in the Library well-rounded collections of print and non-print learning materials which provide to students and staff:

- Curriculum support
The selection and retention of learning resource materials is the responsibility of the Library Director and the librarian faculty, with the approval of the President/Superintendent under authorization of the Governing Board. The Library Director and librarians will be aided by input from the faculty, administration, staff and students in determining items for addition to and deletion from the collections, in accordance with the current scope of the collection.

COMPUTERS AND INDIVIDUALIZED LEARNING

A variety of individualized learning options are available for students. All computers in the Library in Building 1000 have the standard Microsoft Office suite of programs installed. The Computer Technology Center in Building 1400 on the lower campus has PC and Macintosh computers that support the classes that have a computer lab component in their curriculum. The Math Learning Center also has computers available. For information about individualized classes available on campus, contact the following departments/locations:

- Biology Learning Center, Room 616: (831)479-6286
- Computer Technology Center, Bldg. 1400: (831)477-5286
- Library – Reference Desk, Bldg. 1000: (831)479-6163
- Mathematics Learning Center, Room 1074: (831)479-5696
- Reading Center, Room 1063: (831)479-6167
- Writing Center, Room 1060W: (831)479-6319
SERVICES AVAILABLE TO FACULTY

INFORMATION TECHNOLOGY

The Information Technology (IT) department is located in Building 1200 on the ocean side (lower) of campus. Information Technology includes all services related to technology including telephone, computers and media services. Information Technology webpage: http://www.cabrillo.edu/internal/it/

HELP DESK SERVICE

The best way to get “help” for all technology-related problems (computer, phone, and audio-visual media) is from the department’s Internet location address. To request service, simply type the word “help” in the address window of your internet browser and hit the “Enter” key. Fill in all the onscreen forms and select the “submit” button. Help Desk webpage: https://sites.google.com/a/cabrillo.edu/helpdesk/

Telephone requests for service can be made by calling ext. 6392 or via the web. Be sure to leave a detailed message regarding your request and be sure to include 1) your name; 2) your office number; 3) your campus telephone extension; and 4) the type of computer you use (PC or Mac).

COMPUTER ACCESS FOR NEW EMPLOYEES

Access to the campus network, e-mail, and log-in to campus network is available for all faculty (contract and adjunct) as well as classified staff. The appropriate form requesting addition, deletion or change to computing service may be found online at the HELP Desk webpage https://sites.google.com/a/cabrillo.edu/helpdesk/.

TELEPHONE SERVICE REQUESTS

Telephone service requests should be made via the HELP desk on the Internet or by calling 6392. Be sure to include a detailed message of the service required plus 1) your name, 2) your office number, 3) your campus telephone extension (unless you are requesting new service). Changes to your existing service (including new service) will need administrative approval (Division Dean or other appropriate administrator). The request forms are available online at the HELP desk web page: https://sites.google.com/a/cabrillo.edu/helpdesk/.

MEDIA SERVICE REQUESTS

Requests for media services are also made over the HELP web site or by calling 6392. It is recommended that ongoing media equipment be housed in division offices. For special events, media service requests should have several days’ lead time, with 24 hours being the absolute minimum for media service requests.

Instructors who plan to use 16mm films in classes are encouraged to work with media services technicians to facilitate the transfer of these films to video tape, DVD or other updated media. We are trying to phase out films. Please contact the HELP desk immediately for any media service equipment is in need of repair.
TRAINING

Faculty training on many software applications and other technology, including use of equipment, is available in the Teaching and Learning Center. Please call 479-5030 for more information.

COMPUTER PURCHASING

Requests for the purchase of computers must come from divisions/departments and must include funding source(s). The IT budget does not allow for the funding of new computers or upgrades to existing computing equipment or software. IT will provide recommendations for hardware specifications and for appropriate vendors to purchase this type of equipment. For assistance with technology choices, or to discuss/review/receive approval for technology purchases, contact Ray Rider, Manager of Technology Services (ext. 6577). You may also wish to check the purchasing web page: http://www.cabrillo.edu/busserv/purchasing/ for recommendations on hardware vendors, products and prices. Purchasing can also assist with recommendations for approved hardware and software solutions, as well as multimedia products.

TEACHING & LEARNING CENTER

The Teaching & Learning Center (TLC) is located in Rooms 1095 and 1096 behind the Robert E. Swenson Library. The primary purpose of the center is to assist faculty in the development of technology mediated instruction. The TLC also offers workshops and online resources on how to use the latest software programs and loans out digital cameras, laptop computers and projectors for special projects and presentations. The staff of the TLC focus is to support the training of faculty in the development of teaching and learning resources for use in the classrooms, labs and in online instruction. Instructional support staff are available to assist you for individual projects or department training. The phone number is 479-5030. The TLC is open Monday-Thursday 8:30 a.m. -5:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. during the semester.

OUTREACH AND RECRUITMENT OFFICE

The Outreach and Recruitment Office is a one-person office that provides a variety of services to inform prospective students, their families, and the community about enrollment processes and procedures at Cabrillo including information on: admissions, assessment placement tests, orientation, and concurrent enrollment etc. Additional services include limited self-guided campus tours, information for self-guided tours of Cabrillo, and on and off campus presentations and outreach events. The Outreach Office also provides limited outreach support for faculty and programs.

Students and the community can view the Outreach Office website for more information: http://www.cabrillo.edu/services/outreach/ or contact Vera Romandia, Outreach Specialist directly at (831) 479-5760 or by email: veromand@cabrillo.edu. The Outreach office is located in room 910.

SCANTRON TESTING

The test scoring and analyzing hardware processes standard optical scanning forms used by instructors to administer multiple-answer tests. These test forms are processed by a computer and several useful reports may be generated for the instructors. Once the test is administered, the test results may be obtained in a few minutes. This should represent a savings of many hours by the instructors or their aids to correct the tests manually. Furthermore, it reduces manual errors in correction, in arithmetic, etc. Although these forms are limited to multiple-answer tests, as many as 200 questions may be scored. The acceptable form is available in the
Bookstore. Please advise the Bookstore of forms required for your courses to ensure sufficient quantity is available for your students. For additional information for using testing services, please contact Francine Van Meter at the Teaching & Learning Center, Room 1095 at extension 6191.

In most cases, test results may be obtained in 15 – 30 minutes.

**CHILDREN’S CENTER**

Cabrillo College Children’s Center is nationally accredited by the National Association for Education of Young Children. The Center is also one of five model infant/toddler care sites for the State of California. The Center provides high quality care for the children of Cabrillo students, staff, faculty and community members. The Cabrillo Children’s center is a training lab for Early Childhood Education students. Our Center is a community for students, families and children; a place to learn, play and explore – a community where adults and children can receive support in learning the realities of development in a complex world. Our families and staff represent a diverse range of cultures, ethnicities, languages and economic status.

Located on lower campus in building 1500-B, the Center has three classrooms with differing age groups and schedules and is open five days per week operating on the college calendar. Children range in age from five months to five years. Half-day and partial-day schedules are available five days per week.

The Children’s Center also oversees a network of nine Family Child Care Homes called Casa Pequeña. Care for babies 0-3 years of age is offered in high quality, family child care homes throughout Santa Cruz County who are either accredited or in the process of becoming accredited. For information or to request an application for both the Children’s Center and Casa Pequeña, please call 479-6352. Or view the webpage at: [http://www.cabrillo.edu/services/childrenscenter/](http://www.cabrillo.edu/services/childrenscenter/)

**FOOD SERVICES**

Located in the 900 building, food service provider Taher operates a cafeteria and coffee bar. The cafeteria serves a variety of menu items, and the coffee bar serves specialty coffee, tea and other beverages.

Taher also operates two smaller food service facilities on campus: The Gazebo and The Coffee Break, both offering hot and cold drinks, and a variety of quick and easy foods. The Gazebo is located on upper campus in front of the theater. The Coffee Break is located on the patio between the 1300 and 1440 buildings on lower campus.

Catering services are also available for on-campus events Monday – Friday. Contact Taher at extension or 6529 for more information. Dining and Catering Services webpage: [http://www.cabrillo.edu/services/food/](http://www.cabrillo.edu/services/food/)
DUPLICATIONS

Policies and Procedures

- Please fill out and submit a Duplications Request Form (PDF or WORD) on ALL requests. Jobs over 25 pages in length are considered READERS. Please see the Reader section below for more details. Form located at:

  http://www.cabrillo.edu/internal/duplications/index.html

To submit job requests:

- Email completed job request form and documents to duplications@cabrillo.edu
- Or drop off job requests to Room 1005 (the Mailroom, under the Library) but email requests are preferred.
- It is recommended that departments submit duplication request forms online. See instructions below.
- All Duplication jobs 25 pages or less, including exams (e.g. tests, quizzes, mid-terms and finals) require a minimum turnaround time of 7 working days. (Readers are defined as anything more than 25 pages.) It is recommended that you submit these jobs via email to duplications@cabrillo.edu
- Readers (jobs with more than 25 pages) must be submitted by:
  - December 1st for the Spring Semester & Intersession
  - May 1st for the Summer Session
  - June 1st for the Fall Semester
- 2-week lead-time during peak times; peak times are 2 weeks prior to the beginning, and the first week of each semester.
- Delivery services on the Aptos campus have been eliminated
- Please pick up completed jobs in Room 1005 (the Mailroom, under the Library).
- Duplication jobs for Watsonville and Scotts Valley locations will be delivered on Tuesdays and Thursdays.
- Departments may assume that non-reader print jobs will be ready on the due date referenced on the duplication request form so long as 7 days notice has been provided (unless contacted by duplications staff).

For questions about your jobs please call duplications at x6488.
For instruction about how to submit a job please call duplications at x6488 or stop by our office (Room 1005 Mailroom) during work hours or visit our website at

  http://www.cabrillo.edu/internal/duplications/duplications.html

Duplication Request Forms

- Duplication Request Forms are located on our website (PDF or WORD) or in Duplications/Mailroom (Room 1005). All jobs submitted without a request form will be returned to the submitter.
There are now THREE uses of the Duplications Request Form:

1) **General Instructional Materials**: For general instructional materials related to academic courses within the 5 divisions (BELA, HASS, HAWK, NAS, and VAPA). Please complete the form as usual, include the department, division, and course number. (Note: a Datatel Account # or a Purchase Order # is not required!).

2) **Readers to be sold in the College Bookstore**: Same as above, but just write in “BOOKSTORE READER” in the Comments box.

3) **NEW**: For non-instructional duplications (everything else): To avoid delay in processing, please have a blanket purchase order (BPO) # ready. Purchasing will be working with Program/Budget managers to set-up appropriate Print Smith BPO’s for departments throughout the college. These orders were previously “charged back” by Cabrillo Duplications to departments. Non-instructional duplications requests that do NOT include a BPO will not be processed until a BPO# is in place--this will delay your request. Please work with your Program/Budget managers to make sure a BPO is in place prior to placing a duplications request. We realize that this is going to be the biggest change and likely be the most challenging aspect of the new system.

- Be sure that you fill in all necessary information on the request form (i.e., section number, name, due date, delivery location, paper stock, quantity and finishing instructions). If an instruction is not indicated on the request form or e-mail, we will assume that the duty is not required.
- Do not put "As Soon As Possible" for the due date. Try to be as specific as possible, even to the time of day required.
- Please email completed request forms or they may be placed into the Duplications' mailbox in the staff lounge, or brought directly to the Duplications Service Center in the Mailroom.
- Electronic submission is recommended. You can attach a Duplications Request Form (PDF or WORD) and your file and e-mail it to duplications@cabrillo.edu

Readers

- All reader requests must be accompanied with a Duplications Request Form which can be attached to an email submission. Readers are jobs consisting of 25 pages or more in length. Duplication Request Forms are also located in the staff lounge, on our website (PDF or WORD). All jobs submitted without a request form will be returned to the submitter. **Readers to be sold in the College Bookstore**: write in “BOOKSTORE READER” in the Comments box.

- **READER PROOFING**: Print Smith requires that instructor’s requesting Readers that have not previously been printed at Print Smith approve a final proof copy of the requested Reader. Requesters of Readers will be notified by Cabrillo Duplications Department staff when their “final proof” is ready for review and authorization at Print Smith (located at 8047 Soquel Dr., Aptos—in Aptos Village, across from Café Sparrow, next to the Bayview Hotel, just down the street and 5 minutes from Cabrillo—open from 8:30-5:00 M-F)

- For Readers that are sold in the Cabrillo Bookstore, the Bookstore will invoice Departments for unsold Readers.

- Copyrighted material WILL NOT be duplicated for sale without written authorization from the copyright holder. Please see the copyright policies below.

- Readers need to be submitted by (in case deadline falls on a holiday or weekend, the deadline will be the following working day):
  - December 1st for the Spring Semester & Intersession;
  - May 1st for the Summer Session
  - June 1st for the Fall Semester
Carbonless Requests

Carbonless requests (NCR) are available. Please fill out the usual Duplication Request form and mark the box under the Paper Stock heading as to which part carbonless you would like. Your choices of carbonless are: 2-part (white/yellow), 3-part (white/yellow/pink), and 4-part (white/yellow/pink/goldenrod).

Policies

- Material must be copy ready BEFORE it arrives in Duplications.
- There will be a new copier in the staff lounge for your use by the end of September 2012.
- Copies can be completed on 8 ½ x 11 (various colors), 8 ½ x 14 (white only), or 11 x 17 formats (white only).
- If there is any prep work to be done, it should be done before you submit the work. Work that is not copy ready will be returned to the originator.
- Work submitted from copyrighted books, magazines and newspapers MUST meet the fair use copyright laws. Work not meeting the law will be returned to the originator. Please see Section II, items A, B and C of the federal copyright guidelines linked to this website under "copyright policy".
- If you have met the fair use criteria, please make a copy from your book or magazine and submit the copy NOT the book or magazine. Be sure to include the Notice of Copyright near the front of the publication.
- There is an assortment of 20 lb., 60 lb. and 90 lb. paper stock on hand for your use.
- Requests of 25 pages or more are considered readers. See the Reader section for more information.

Hints to improve the quality of your work

- Never use pencil or colored ink--they won't show up! If it has to be written or drawn, use black ink.
- Originals should be on white 20 lb. paper for best quality copies.
- If your artwork has screened material…sending the job electronically will keep those screens looking great.
- Leave at least 1/4” margin around your text.
- Paginate, paginate, paginate. If the copier eats your original and scrambles the order of the pages, at least I stand a chance of getting them back in order.
- If you have any questions or need help, please call us at 6488!

COPYRIGHT

Cabrillo College recognizes the importance of providing appropriate print, non-print and software resources in support of the instructional program. The Governing Board also recognizes that violations of Federal Copyright Law contribute to increased costs and reduce incentives for the development of good educational programs. Therefore, in an effort to discourage violation of the copyright law and to prevent such illegal activities from occurring in facilities utilizing equipment under college control, it is the policy of Cabrillo College to adhere to the print, non-print and computer software provisions of the United States Copyright Law.

- District employees will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act as amended, governing use of copyright materials.
- Supervisors are responsible for establishing practices that will enforce copyright law.
Employees found to be in willful infringement of the law may be subject to disciplinary action.

In no case shall any employee or student use Cabrillo College equipment for duplication or playback that might prevent or circumvent the sale of materials by the copyright owner.

The Vice President, Business Services, or designee, is designated as the only individual who may sign license agreements for Cabrillo College purchases. All licensing agreements signed by the Vice President, Business Services, or designee, shall have prior approval of the President or the program administrator of the program requesting the license.

In the absence of the determination and advice by the Counsel or in the event that permission has not been first requested by the faculty member, no defense or indemnification by the college shall be provided to a faculty or staff member who knowingly infringes the copyright law.

COPYRIGHT FAIR-USE GUIDELINES

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/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

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

- The copying meets the tests or brevity and spontaneity as defined below
- Meets the cumulative effect test as defined below
- Each copy includes a notice of copyright

DEFINITIONS – BREVITY

A. Poetry: (a) a complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words.

B. Prose: (a) either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in “I” and “II” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

C. Illustration: one chart graph, diagram, drawing, cartoon or picture per book or per periodical issue.

D. “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general
audience fall short of 2,500 words in their entirety. Paragraph “II” above notwithstanding such “special works” may be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

SPONTANEITY

i. The copying is at the instance and inspiration of the individual teacher, and

ii. 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.

CUMULATIVE EFFECT

i. The copying of the material is for only one course in the school in which the copies are made.

ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

iii. There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

PROHIBITIONS TO I AND II ABOVE

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:

1. substitute for purchase of books, publishers’ reprints or periodicals;
2. be directed by higher authority;
3. be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of photocopying.
Human Resources

TUBERCULIN OR “TB” TESTS
California State law and College policy require that all College employees provide proof of freedom from active tuberculosis. Prior to beginning work, you will need to provide test results to the Human Resources (HR) department to certify you have had a current negative TB skin test or chest X-ray within the past four years. To assist you in providing this proof, the Cabrillo College Student Health Services office (Room 912) provides a two-part TB skin test free of charge. Hours of operation during the Fall and Spring semesters are generally as follows (please call Health Services at the number below to ensure test and test read appointment availability):

TB Tests Administered: Monday and Tuesday: 9:00a.m.-1:00p.m.
TB Tests Read: Wednesday and Thursday: 9:00a.m.-1:00p.m.

Note: **TB tests must be read between 48 and 72 hours after being administered**, so please plan on having your test administered accordingly. (For example: A test administered on Monday at 10:00a.m. must be read between 10:00 a.m. on Wednesday and 10:00 a.m. on Thursday of the same week.)

To verify hours of operation, arrange alternate hours, or if you have questions, please contact Student Health Services at (831) 479-6435.

FINGERPRINTING
College policy requires that all College faculty have their fingerprints taken and cleared through the Department of Justice prior to beginning work. Live Scan fingerprinting services are provided free of charge to faculty through the Cabrillo College Campus Sheriff’s Office (Building 955). Live Scan fingerprints are handled on a walk-in basis during the following hours:

Monday through Friday, 9:00 a.m. – 12:00 noon, and 1:00 p.m. – 4:00 p.m.

You may wish to call the Cabrillo Sheriff’s Office in advance at (831) 479-6313 to be certain the Live Scan operator is on duty. **Your criminal history clearance report must be received prior to starting your assignment** – so please plan accordingly.

STAFF IDENTIFICATION CARD
Faculty and staff are invited to obtain a staff identification card. In addition to establishing your identification as a College employee, this card will enable you to receive a 20% discount at the Cabrillo College Bookstore, and may be used by the College Bank to establish your eligibility for a parking permit.

Photographs for staff identification cards are taken at the Cabrillo Sheriff’s Office, and can usually be done at the same time you get your fingerprints taken. Please have the Sheriff’s Office e-mail the digital photo to HR, or you may e-mail one you have of yourself to the Human Resources department. Contact HR at x6217 for further information.
SOCIAL SECURITY CARD
You must bring an original Social Security Card to the Human Resources Department on or before your first day of work. This is a requirement for payroll and income tax purposes. The name on your Social Security Card will be the same name that appears on your paycheck. If your name has changed, you must apply for a new card. If you need to make a change, or you do not have a valid Social Security Card, you will need to apply immediately for a replacement card at a Social Security Office. The closest offices to Cabrillo are:

- 169 Walnut Ave., Santa Cruz, (800) 593-8523
- 180 Westgate Dr., Ste. 301, in Watsonville, (800) 521-3385

If you have applied for but do not yet have your Social Security Card, you must bring in the actual card to the Human Resources department immediately upon receipt.

EMPLOYMENT ELIGIBILITY VERIFICATION (FORM I-9)
You must complete and sign an Employment Eligibility Verification (Form I-9), and return it to the Human Resources department on or before your first day of employment with the College. You are required to bring documents with you which establish your identity and employment eligibility. Generally, a passport or photo driver’s license and a Social Security card are the common documents that will provide sufficient evidence. Please call the Human Resources department at (831) 479-6240 for further information or clarification.

PERSONNEL RECORDS
Questions regarding your teaching credential(s), CA state minimum qualifications, salary placement, or “Notice of Assignment” should be directed to the Human Resources department at 479-6240. Employee personnel files include: employment-related forms, an emergency notification form, employment eligibility verification (Form I-9), TB test results, a copy of Social Security card, and transcripts.

PAY CHECK
Contract and adjunct faculty receive their assignment payment on the last working day of the month. You may arrange with the Payroll Office to have your check mailed. Direct deposit for payroll checks is available to full time faculty, and adjunct faculty members after they have taught four consecutive semesters. Any specific questions about your paycheck should be directed to the Payroll Office at (831) 479-6386.

COLLECTIVE BARGAINING AGREEMENT
All faculty at Cabrillo College are represented by the Cabrillo College Federation of Teachers (CCFT). Any questions regarding the provisions of the Collective Bargaining Agreement should be directed to a CCFT representative, or the CCFT office at (831) 464-2238.

HUMAN RESOURCES DEPARTMENT HOURS
The Human Resources department, located upstairs in building 900, is open Monday through Thursday, from 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:00 p.m. For further information related to your employment, please stop by the Human Resources department (HR main office: room 906; Academic Personnel Technician and Benefits: room 909M) during normal hours of operation, or call (831) 479-6217. Please also visit the Human Resources website at http://www.cabrillo.edu/services/hr/apps/index.html.
CAMPUS SHERIFF’S OFFICE

Business calls
Monday – Friday
479-6313
8:00 a.m. – 5:00 p.m.

Fingerprints
Monday through Friday
9:00 a.m. – 12:00 noon
and 1:00 p.m. – 4:00 p.m.

Non-emergency deputy response
471-1121

Aptos Campus: On Duty Deputy Cell Phone
Monday – Sunday
212-8464
7:00 a.m. – 11:00 p.m.

Watsonville Campus: On Duty Deputy Cell Phone
Monday – Thursday
212-8466
5:30 p.m. – 10:30 p.m.

EMERGENCY
911

The Campus Sheriff’s Office is located in the green trailer on the lower campus in parking lot S.

The Campus Sheriff’s Office will investigate crimes and traffic accidents, handle disturbances and assist with locked cars and dead batteries. Safety problems should be reported to the Campus Sheriff’s Office.

Any emergency should be reported to the County Communications Center by dialing 911. They will dispatch the proper agencies (Fire Department, Ambulance, or Campus Sheriff’s Office).

If you need a deputy, please call the Sheriff’s Office Dispatch at 471-1121 (do not use deputy cell phone numbers that may have previously been listed, as these have changed, and central dispatch should always be aware of “deputy needed” calls).
Constitution of the Cabrillo College Faculty Senate

In accordance with Title V of the California Administrative Code, Section 53200-53206 and with the approval of the Cabrillo College Governing Board, the faculty establishes the Cabrillo College Faculty Senate.

Article I: Name

This organization shall be known as the Cabrillo College Faculty Senate.

Article II: Purposes

The purposes of this organization shall be:

1. To serve as the official representative of the faculty on academic and professional matters.
2. To represent the views of the faculty to the administration and Governing Board.
3. To participate in the formation of district policies on academic and professional matters.
4. To promote the effectiveness of teaching at Cabrillo College.
5. To promote the general welfare of faculty, staff and students through fund raising, scholarships and social events.

Article III: Membership

Section 1: "Faculty" is defined as any full- or part-time faculty member whose salary is determined by either the regular, unit pay temporary or children's center salary schedules.

Section 2: The Faculty Senate shall consist of two senators from each instructional division, one from the Counseling Division, one from Instructional Development, and one from the Library. A President and six senators shall be elected by the faculty at large. There is a Vice President who is selected by the President and Senate. There will also be a nonvoting student representative selected by the Student Senate.

Article IV: Officers

Section 1: The President of the Faculty Senate shall appoint, with consent of the Senate, a Vice President, Secretary, and Treasurer. Restrictions or requirements for officers shall be as described in the Bylaws.

Section 2: Senate officers shall receive reassigned time as described in the Bylaws.

Article V: Terms of Office and Elections

Section 1: The term of office for all Senators and the President shall be two years. The term of the President shall begin on the first day of the calendar year. The terms for other officers shall be as described in the Bylaws.

Section 2: Elections for President shall be held at the end of the spring semester. Elections for Senators At Large shall be held at the end of the fall semester. Three of the Senators shall be elected each year thus staggering their terms. Senator’s terms shall begin at the first flex calendar meeting after their election. (The first meeting of the next semester).

Section 3: Division Senators shall be elected by the faculty of their divisions.

Section 4: Faculty Senate vacancies shall be filled in accordance with procedures specified in the Bylaws.
Article VI: Meetings

Section 1: Regular and Special meetings of the Faculty Senate shall be held as specified in the Bylaws.

Section 2: All Faculty Senate meetings shall be open to all faculty members.

Section 3: The President of the Faculty Senate shall call a special meeting of the faculty on petition of 10% of the faculty.

Article VII: Committees

Section 1: There shall be standing committees formed to conduct the business in the major areas of Senate jurisdiction.

Section 2: The President of the Faculty Senate shall appoint faculty members to each of the standing committees.

Section 3: The duties, responsibilities, and composition of each standing committee shall be outlined in the Bylaws.

Section 4: The President of the Faculty Senate shall appoint special committees as needed with the advice and consent of the Faculty Senate.

Article VIII: Orders of Business and Parliamentary Procedure

Robert's Rules of Order, Revised shall be the authority on the order of business and parliamentary procedure in all regular and special meetings of the Faculty Senate and its committees.

Article IX: Adoption and Amendment

Section 1: This Constitution shall be adopted when ratified by a two-thirds majority of the faculty voting.

Section 2: Amendments to this Constitution may be proposed at any regular meeting of the Faculty Senate.

Section 3: If the proposed amendment receives simple majority approval of the Faculty Senate, the Elections Committee will review the proposal for clarity and then hold a ratification election.

Section 4: The amendment shall be adopted when ratified by a two-thirds majority of the faculty voting.
COLLEGE STANDING COMMITTEES

This list can be found at the Governance webpage:
http://www.cabrillo.edu/services/president/Governance%20Manual.html

Administrative Council
Benefits Committee
Classification Study Committee
Classified Employees Professional Growth Committee
College Planning Council
Council on Instructional Planning (CIP)
Distance Education (DE)
Disabled Student Service Program Advisory Committee (DSPS)
Disruptive Behavior Intervention Committee (DBIC)
Diversity Committee
EOPS Advisory Committee
Facilities Planning Advisory Committee
Faculty and Staff Diversity Advisory Committee (FPAC)
Hispanic Affairs Council
Instructional Council (IC)
Management Professional Development Committee
Matriculation Advisory Committee
Meritorious Service Awards Committee
Off Campus Advisory Committees
Sabbatical Leave Review Board
Safety Committee
Services and Program Reduction Advisory Committee
Staff Development Advisory Committee
Student Discipline Hearing Committee
Student Learning Outcome Assessment Review Committee
Student Services Council
Technology Advisory Committee

FACULTY SENATE STANDING COMMITTEES

A listing of Faculty Senate’s standing committees (e.g. Academic Council and the Curriculum Committee) and membership information can be found on the Faculty Senate website at:
http://cabrillo.edu/associations/facultysenate/

CCEU STANDING COMMITTEES

CCEU’s standing committees can be found at: http://www.cabrillo.edu/associations/cceu/committees.html
Who’s Who information regarding the Cabrillo College Employee Union can be found on their website:
http://www.cabrillo.edu/associations/cceu/index.html
EDUCATION CENTERS

PURPOSE

In recognition of the Cabrillo College Governing Board’s goal to continue to provide high quality readily accessible educational programs and services to the citizens within its service area, centers have been established to increase the college’s physical presence in the Watsonville and Scotts Valley/San Lorenzo Valley communities. An educational outreach center was established in Watsonville in 1987 and in Scotts Valley in 2007, with the goal of providing educational offerings and support services tailored to the specific needs of the communities they serve. To facilitate a smooth transition for students at the Centers into the total sphere of campus academic life, particular emphasis has been placed upon a well-coordinated effort between the college’s campus in Aptos and the Centers.

In Spring 1994, the Watsonville Center moved to its current location at 318 Union Street. In Fall 2001, the Center expanded with a three-story new building (A) next to the original facility (Building B). In Fall 2012, classes will begin at the new Solari Green Technology Center (Buildings C and D) next to Building A. The Scotts Valley Center is located at 104 Whispering Pines Drive in Scotts Valley. Enrollment at the Centers for spring 2012 was 1,997 in Watsonville and 181 in Scotts Valley.

The Dean of Education Centers provides administrative oversight at both centers. Administrative support assistance is also available from the site coordinators at Scotts Valley and from the administrative assistant at the Watsonville Center.

GOALS

1. Provide initial preparation for transfer to a four-year institution, initial preparation for employment, and opportunities for continuing study.
2. Create a learning environment attractive to students and faculty and conducive to student success.
3. Increase the number of students from the Watsonville and Scotts Valley/San Lorenzo Valley areas who enroll in Cabrillo College.
4. Allow for expansion of course offerings that are now restricted by space limitations on the Aptos campus.

This information has been prepared for those faculty teaching at the education centers. More extensive orientation material is provided for each center prior to the start of the semester. The Centers offer a unique teaching opportunity for both part-time and contract faculty. Center staff members provide services for those who teach at the centers as well as service to students and the community of Pajaro Valley, Scotts Valley and San Lorenzo Valley.

MAIL DISTRIBUTION

College mail is delivered to the faculty mailroom at the Aptos campus. All faculty and staff serving the Centers also have a mailbox at the center. Faculty may have all mail redirected to either Center by notifying Center staff and the division office. At the Watsonville Center, the mailboxes are in the faculty workroom on the second floor of Building A in room A205. At the Scotts Valley Center, the mailboxes are in the main office. Please check this box every day before and after class, even if you receive your college mail at the Aptos campus.
Your Center mailbox may contain messages from Center staff or mail that has been delivered to the Center address. The mail delivery and pickup schedule varies; for an updated schedule please check with Center staff.

**STUDENT SERVICES AT THE EDUCATION CENTERS**

Faculty members are frequently the first line of referral for student services, and informed faculty are the very best source of referrals. The Watsonville Center provides student services for admissions and financial aid (Enrollment Services), assessment, counseling, tutoring, textbook sales and student activities. The Scotts Valley Center currently does not provide student services on site. A complete list of services is provided in the faculty orientation packet for each Center at Flex week. Do not hesitate to ask the Center office staff or the Dean if you are uncertain as to particular service availability. For more information, call (831) 786-4710 or 786-4734 for Watsonville, and 477-3550 for Scotts Valley.

**ENROLLMENT SERVICES (ADMISSIONS & RECORDS; FINANCIAL AID)**

Admissions, Registration, Student Records and Financial Aid are under the umbrella of Enrollment Services, located at the Watsonville Center inside the entrance to Building A. Students at the Scotts Valley Center may access Enrollment Services remotely, either online or by telephone. Faculty may call Admissions & Records in Aptos at (831) 479-6201 for questions about course rosters, registration procedures or submitting grades. The Watsonville Center Enrollment Services office may also be dialed directly at (831) 786-4701. Accurate and timely reporting of grades is critical to student progress and success.

Financial Aid application materials are available at both Centers. Enrollment Services staff at the Watsonville Center provide financial aid and scholarship information Monday-Thursday from 9:00a.m.-6:00p.m., and from 9:00a.m.-12:00p.m.on Fridays. Students at either Center may also make an appointment to see a financial aid advisor or access information in English and Spanish at (831) 479-6415. To speak to Financial Aid staff directly at the Watsonville Center, call (831) 786-4733.

**ASSESSMENT TESTING**

Assessment testing is scheduled in Watsonville on a regular basis throughout the semester. Students can check the testing schedule online at the Assessment page on the College website, or they may call the assessment office for information at (831) 479-6267. Scotts Valley students may assess at the Assessment Center on the Aptos campus.

**COUNSELING**

Academic and personal counseling is available at the Watsonville Center in the Student Resource Center (SRC) in room A120. Students make counseling appointments and check in at Enrollment Services. Students may also look up transfer and career information online at the SRC.

**LIBRARY SERVICES**

In addition to using the reference collection at the Watsonville Center at the Integrated Learning Center, students may secure a library card and search online to find titles in the collection at the main campus. Library materials may also be checked out, picked up and returned at the ILC. Scotts Valley students have access to the many online resources the library offers, including applying for a library card and searching the collection.
TUTORIALS

Tutoring in math, English, ESL and other subjects as needed, is available at the Watsonville Center in the Integrated Learning Center (ILC), located on the second floor of Building A in room A310. Tutoring schedules are posted, and students need an instructor’s referral to receive services. ILC hours are 8:00a.m.-8:00p.m. Monday-Thursday, and 8:00a.m.-4:00p.m. on Friday. For further information, stop by room A210 or call (831) 786-4755.

STUDENT HEALTH SERVICES

Student Health Services are available in the Watsonville Center in the Student Resource Center (room A120) on a limited basis, as well as occasional services such as immunization clinics. Schedules and events are posted on site. In addition, over-the-counter supplies such as ibuprofen and condoms are provided at both Centers. Students may also be referred to the Health Services office at the Aptos campus which has extended hours and resources. The Aptos office is in room 912, (831) 479-6435.

HEALTH AND ACCIDENT INSURANCE

Students suffering injury from an accident associated directly with a college class or activity are covered, with limitations, by a group accident insurance plan which is secondary to any medical policy which the student may have. Accident reports, insurance brochures and claim forms are available through the Student Health Services, Student Services, or administrative/faculty areas at the Centers. Faculty should use the Accident/Incident Report Form to report class or field trip accidents. Accidents should be reported as soon as possible. Cabrillo College offers no “medical insurance plan.”

STUDENT AFFAIRS

Students attending classes at the Centers have the same full voting privileges as any Cabrillo student. There is a representative from both the Watsonville Center and the Scotts Valley Center on the Student Senate, and the Watsonville Center has an office for student club use. Students can have their picture taken for the Student Activity Card at the Student Resource Center (room A120) in Watsonville as well as the Student Affairs office in Aptos. This card offers various discounts at campus events and businesses, and all students pay for it unless they specifically decline to do so upon registration.
OTHER RELATED
EDUCATION CENTER INFORMATION

KEYS

Maintenance & Operations staff will open and secure the Watsonville Center, except for Saturdays when the Saturday computer lab instructor unlocks the building at 8:30 a.m. and locks it at 12:45 p.m. Instructors arriving before 8:30 or leaving after 12:30 will need to unlock/lock and deactivate/activate the alarm. In Scotts Valley, the tenants on the second floor will unlock the building at 8:00 a.m. and lock at 5:00 p.m., unless they know Cabrillo has evening classes, in which case the Scotts Valley evening site coordinator will lock at 6:45 p.m. In Watsonville, faculty will be issued keys that unlock classrooms, the multimedia cabinet in the classroom, the faculty workroom and their assigned office. Outside door (building) keys will be issued on an as-needed basis. In Scotts Valley, the faculty keys open the hallway to the classrooms, the classrooms, and the offices at the end of the hall. Keys for both Centers should be returned to the office at the end of the semester unless faculty will be returning to teach at the Center the following semester.

COPIER

There is a copier in the faculty workroom (Watsonville) and the main office (Scotts Valley) for faculty use only for Cabrillo classes – no students should be allowed to make copies. In Watsonville, a coin operated copier is available in the lobby area inside the main entrance to Building A (3-story) and in the Integrated Learning Center (room 4410) for student and public use. Faculty will be given an individual code for the copier designed for faculty use. In Scotts Valley, the coin-operated copier is in the hallway by the vending machines.

CHANGES OF CLASS TIME OR DATE

Consistent with the main campus procedures, notify and attain clearance from your division office. In addition, if your class is in Watsonville please notify the administrative assistant at (831) 786-4753.

PARKING

Limited parking is available near the Centers, and additional information on available parking in the proximity is provided to faculty at the Flex week orientation. Please see page 16 for main campus parking information. Staff parking stickers are available from the administrative assistant in Watsonville, valid for all Cabrillo locations and for the public parking garages in Watsonville.

CAMPUS SHERIFF’S OFFICE

Please refer to the Cabrillo College Watsonville Center Emergency, Disaster, and Unusual Occurrence Plan following this section. The Watsonville and Scotts Valley Police Departments will be the primary responding departments for police emergencies in their respective areas. Non-emergencies should be reported to Campus Sheriff’s Office through the center office.

There is a Sheriff’s Office deputy or security guard on duty in the evenings, Monday through Thursday, at the Watsonville Center.
EVENING ASSISTANCE

Watsonville Center: Technological assistance is available most evenings until 7:00 p.m. at the Watsonville Center, and an evening Learning Assistance Coordinator is on duty from 5-7:45 pm in the Integrated Learning Center. The Dean of Education Centers is on site for administrative issues during the first two weeks of the semester until 7:00 p.m., and on call at all times afterwards.

Scotts Valley Center: The evening site coordinator is on duty from 5-6:45 pm on the evenings when classes are in session, and the Dean of Education Centers is on call for additional assistance as necessary.

DUPLICATIONS

Please familiarize yourself with the campus duplication guidelines elsewhere in this guide. Duplications requests and deliveries are part of the routine courier service for the center. Lead time, however is even more critical because of the extra days involved in pickup and delivery of mail. Please follow duplications guidelines for lead time and allow for 2 extra working days from Watsonville (do not include Fridays), and from Scotts Valley allow for mail pickup and delivery on Tuesday and Thursday only, unless the request is submitted via email to duplication@cabrillo.edu.

BOOKSTORE

There are no bookstore services available at either Center. Students may order books online at http://cabrillobooks.net/ and have them delivered to their home the following day, or they may go to the College Bookstore at the Aptos campus.

The bookstore (Hawk Shop) sells text books and supplies for all class locations. It is located on the first floor of the SAC West building on the Aptos campus, just inside the main entrance. Hours are 10:00 a.m. to 6:30 p.m. Monday – Thursday, and closed 2:00-3:00 p.m. for lunch.

RESERVE MATERIALS

Faculty wishing to place materials on reserve may do so in the Integrated Learning Center for Watsonville and in the main office for Scotts Valley. There is a form which should be filled out for each item placed on reserve, so that staff can keep track of materials being checked out.

TELEPHONE

Most office telephones in the centers are limited to local calls within our service area. For calls to students outside our service area, request a connection through the campus operator (“0”). Please note that any phone calls to the main campus may be dialed directly using the 4-digit extension. The extensions for different offices within the centers are posted at all office locations. Personal long-distance calls may be placed with credit card by dialing 1-800-225-5288 first. “9” must always be dialed to get an outside line. “911” may be dialed with or without the extra “9” for the outside line.
A. MEDICAL EMERGENCY

If anyone at the facility becomes ill or is injured, the following procedures shall be followed:

1. In cases of serious illness or injury:
   a. Cabrillo employees administer first aid to the extent their training and skill permits.
   b. Call 9-1-1. STAY CALM. (Remember, if you can’t get into an office or locate a cell phone, no change is needed to call 9-1-1 from a public phone).
      1) Give location of ill or injured person
      2) Give your location, name, and phone number
      3) Stay on line for further instruction
      4) If possible, don’t leave ill or injured person alone
      5) Try to clear area of bystanders

2. Non-serious illness or injury (if in doubt, treat as if serious):
   a. Cabrillo employees administer first aid to the extent of their training and skill.
   b. Refer student to local health care provider or Student Health Services at Aptos campus (call Student Health Services for referral information)

3. In all cases involving accidents on the grounds of the centers or occurring en route to or from the centers while not in a motor vehicle, an Accident/Incident Report must be completed by the instructor or staff member in charge or present
   a. In cases of serious accidental injury, the safety of the student is more important than the forms.
   b. The accident policy that Cabrillo contracts with is a “secondary” policy and only pays for covered services that are not paid for by the student’s “primary” insurance. There are many limitations on this coverage; no staff or faculty member should ever tell a student that any service is covered.
   c. The faculty or staff member filling out the form shall ensure that the first side of form is filled out completely.
      1) Special attention should be paid to the description of the accident. The “how” and “where” sections must be detailed and complete, including the type of movement or specific action that immediately and causally preceded the accident and the exact location (more specific than merely the room number).
      2) The white copy is given to the student to give to the medical service provider.
      3) The yellow copy is returned to the Student Health Services Office.
B. POLICE EMERGENCY

For an in-progress police emergency, the staff or faculty member should call 9-1-1. At the Watsonville Center, emergency alarm buttons are located under certain work desks in the Admissions and Records office, the bookstore service counter, counseling and financial aid offices in the Student Resource Center, and the snack bar service counter. If these buttons are activated, police will respond immediately with guns drawn. It is always preferable to call 9-1-1 as more information can be given to the responding police officers. Watsonville or Scotts Valley Police will be the primary responding department for police emergencies, and the Cabrillo Sheriff’s Office should also be notified.

1. Call 9-1-1, STAY CALM, (Remember, if the office is locked, no change is needed to call 9-1-1 on a public phone).
   a. Give location and nature of emergency
   b. Give your location, name, and phone number
   c. Stay on the line for further instructions

2. If you are working in one of the areas listed above and someone is threatening to harm you or someone else and you believe that it would be dangerous to pick up the phone and call the police, push the emergency alarm button located under the desk and await police response.
   a. STAY CALM
   b. Remember, the police will respond quickly, and they will be prepared to deal with an armed robbery. They will probably call the center to get details of the situation, and arrive with weapons drawn.

C. UNUSUAL OCCURRENCE: NON-EMERGENCY

The Watsonville or Scotts Valley Police Department will respond to take reports and investigate most crimes. The only exception will be crimes that may require extensive internal investigation. Therefore, call the Cabrillo Sheriff’s Office if the crime may involve theft or other crimes by college staff.

- Cabrillo Sheriff’s Office ext. 6313 during normal business hours or 471-1121 anytime
- Watsonville non-emergency: Police 728-6110, First Alarm 688-1111 (cancel code 4-1083)
- Scotts Valley non-emergency: Police 440-5670, Fire Alarm Company 688-0695 (ALA Alarm)
NONDISCRIMINATION

BP 5040
It is the policy of the Cabrillo Community College District to provide an environment free of unlawful discrimination or harassment.

 Discrimination and harassment on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in the District’s programs, activities and work environment is considered unlawful and shall not be tolerated by the District.

The District strongly forbids any form of discrimination and has enacted procedures to recognize and eliminate unlawful discrimination or harassment.

Adopted: October 1, 1990
Revised: October 7, 1996
Revised: March 5, 2003
Revised: March 10, 2003
Revised: May 5, 2003
Revised draft April 20, 2009

Revisions reformatted January 6, 2010
REGULATIONS FOR HANDLING
UNLAWFUL DISCRIMINATION AND/OR
HARASSMENT ALLEGATIONS

I. Introduction & Scope

These are the written policies and procedures for filing and processing complaints of unlawful discrimination and harassment at Cabrillo Community College District. These policies and procedures incorporate the legal principles contained in nondiscrimination provisions of the California Code of Regulations, title 5, sections 59300 et seq. as well as other state and federal substantive and procedural requirements.

A copy of these written policies on unlawful discrimination and harassment will be displayed in a prominent location in the main administrative building or other area where notices regarding the institution’s rules, regulations, procedures, and standards of conduct are posted.

A. Unlawful Discrimination and Harassment Policy

The policy of the Cabrillo Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination or harassment, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the Cabrillo Community College District is to provide an education and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, or other verbal or physical conduct or communications constituting sexual harassment.

The policy of Cabrillo Community College District is to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973 in the development, procurement, maintenance, or use of electronic or information technology and respond to and resolve unlawful discrimination complaints regarding accessibility. Such complaints will be treated as complaints of discrimination on the basis of disability.

Employees, students, or other persons acting on behalf of the District who engage in unlawful discrimination, harassment, or retaliation as defined by this policy, or by state or federal law, may be subject to discipline, up to and including, but not limited to, discharge, expulsion, or termination of contract.

B. Academic Freedom
The Cabrillo Community College District governing board reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow any form of unlawful discrimination and/or harassment. It is recognized that an essential function of education is a probing of opinions and an exploration of ideas that may cause some students discomfort. It is further recognized that academic freedom insures the faculty’s right to teach and the student’s right to learn. Finally, nothing in these policies and procedures shall be interpreted to prohibit bona fide academic requirements for a specific community college program, course or activity.

II. Definitions
Definitions applicable to nondiscrimination and harassment policies are as follows:

A. “Appeal” means a request by a complainant made in writing to the Cabrillo Community College District governing board, pursuant to Title 5, section 59338 and/or to the State Chancellor’s Office pursuant to Title 5, section 59339 to review the administrative determination of the District regarding a complaint of discrimination, harassment and/or retaliation.

B. “Association with a person or group with these actual or perceived characteristics” includes advocacy for or identification with people who have one or more characteristics of a protected category listed under “Unlawful Discrimination and Harassment Policy” and title 5, section 59300, participation in a group associated with persons having such characteristics, or use of a facility associated with use by such persons.

C. “Complaint” means a written and signed statement meeting the requirements of title 5, section 59328, that alleges unlawful discrimination, harassment and/or retaliation in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at title 5, sections 59300 et seq.

D. “Days” means calendar days.

E. “District” means the Cabrillo Community College District or any District program or activity that is funded directly by the state or receives financial assistance from the state. This includes any other organization associated with the District or its college(s) that receives state funding or financial assistance through the District.

F. “Gender” means sex and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

G. “Hostile Environment Sexual Harassment” includes but is not limited to: behavior that is in the classroom, workplace, or any other college or non-college setting, that is continuous, frequent, repetitive, and part of an overall pattern, rather than one event. However, a single, severe event can constitute hostile environment sexual harassment, especially if it involves physical contact. Perpetration of such behavior can be from instructors, supervisors, subordinates, consultants, vendors or peers. The intentions of the accused are irrelevant in determining whether her/his behavior constitutes sexual harassment; it is the effect of the behavior upon the recipient which creates a hostile environment. Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile or offensive work or educational environment.
Behaviors that may contribute to a hostile environment as judged by a reasonable person of the same gender as the complainant, which are inappropriate or have no educational-relevance, include, but are not limited to, the following:

1. verbal, non-verbal and physical sexual behaviors;
2. sexual advances that are repeated and unwanted even when they are verbal and not coercive;
3. sexual jokes, innuendoes;
4. remarks about a person’s body;
5. turning discussions appropriately to sexual topics;
6. making offensive sounds, such as whistling or catcalls;
7. looking a person up and down or staring in a sexually suggestive manner;
8. invading someone’s personal space or blocking his or her path;
9. distribution of sexually explicit visuals such as pinups, or digital images;
10. suggestions of sexual intimacy;
11. repeated requests for dates or private meetings in inappropriate or intimate locations;
12. unwanted letters or gifts; or
13. touching, hugging, massaging, or other unwelcome physical contact.

H. “Mental Disability” includes, but is not limited to, all of the following:
1. Having any mental or psychological disorder or condition, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities, that limits a major life activity. For purposes of this section:
   (A) “Limits” shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
   (B) A mental or psychological disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.
   (C) “Major life activities” shall be broadly construed and shall include physical, mental, and social activities and working.
2. Any other mental or psychological disorder or condition not described in paragraph (1) that requires specialized supportive services.
3. Having a record or history of a mental or psychological disorder or condition described in paragraph (1) or (2), which is known to the District.
4. Being regarded or treated by the District as having, or having had, any mental condition that makes achievement of a major life activity difficult.
5. Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph (1) or (2).

“Mental disability” does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.11

I. Physical Disability includes, but is not limited to, all of the following:
1. Having any physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss that does both of the following:
   (A) Affects one or more of the following body systems: neurological, immunological, musculoskeletal, special sense organs, respiratory,
including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.

(B) Limits a major life activity. For purposes of this section:
   (i) Limits shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
   (ii) A physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss limits a major life activity if it makes the achievement of the major life activity difficult.
   (iii) “Major life activities” shall be broadly construed and include physical, mental, and social activities and working.

2. Any other health impairment not described in paragraph (1) that requires specialized supportive services.
3. Having a record or history of a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment described in paragraph (1) or (2), which is known to the District.
4. Being regarded or treated by the District as having, or having had, any physical condition that makes achievement of a major life activity difficult.
5. Being regarded or treated by the District as having, or having had, a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment that has no present disabling effect but may become a physical disability as described in paragraph (1) or (2).
6. “Physical disability” does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.

J. “Responsible District Officer” means the officer identified by the District to the State Chancellor's Office as the person responsible for receiving complaints filed pursuant to title 5, section 59328 Coordinating heir investigation.

K. “Sex” includes, but is not limited to, pregnancy, childbirth, or medical conditions related to pregnancy or childbirth. “Sex” also includes, but is not limited to, a person’s gender, as defined in section 422.56 of the Penal Code. Discrimination on the basis of sex or gender also includes sexual harassment.

L. “Sexual harassment” is unlawful discrimination in the form of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting, and includes but is not limited to:
   1. Making unsolicited written, verbal, physical, and/or visual contacts with sexual overtones. (Examples of sexual harassment that appear in a written form include, but are not limited to: suggestive or obscene letters, notes, invitations. Examples of possible visual sexual harassment include, but are not limited to: leering, gestures, display of sexually aggressive objects or pictures, cartoons, or posters.)
   2. Continuing to express sexual interest after being informed that the interest is unwelcome.
   3. Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of conduct in an academic environment that might be found to be sexual harassment: threatening to withhold, or actually withholding, grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.
   4. Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee’s career, salary, and/or work environment.
5. Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

6. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

7. Awarding educational or employment benefits, such as grades or duties or shifts, recommendations, reclassifications, etc., to any student or employee with whom the decision maker has a sexual relationship and denying such benefits to other students or employees.

M. “Sexual orientation” means heterosexuality, homosexuality, or bisexuality.

N. “Unlawful discrimination” means discrimination based on a category protected under title 5, section 59300, including harassment and retaliation

III. Responsible District Officer

A. The Cabrillo Community College District has identified the Director of Human Resources or designee to the State Chancellor’s Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints pursuant to title 5, section 59328, and for coordinating their investigation. Informal charges of unlawful discrimination or harassment should be brought to the attention of the responsible District officer, who shall oversee the informal resolution process pursuant to section 59327. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint. Administrators, faculty members, other District employees, and students shall direct all complaints of unlawful discrimination or harassment to the responsible District officer.

B. Notice, Training, and Education for Students and Employees

1. The Cabrillo Community College District’s responsible officer shall make arrangements for or provide training to employees and students on the District’s unlawful discrimination and harassment policy and procedures. Faculty members, members of the administrative staff, and members of the support staff will be provided with a copy of the District’s written policy on unlawful discrimination and harassment at the beginning of the first quarter or semester of the college year after the policy is adopted.

2. All District employees will receive this training and a copy of the unlawful discrimination and harassment policies and procedures during the first year of their employment. Because of their special responsibilities under the law, supervisors will undergo mandatory training within six months of assuming a supervisory position and annually thereafter. In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update and/or receive a copy of the revised policies and/ procedures.

A training program or informational services will be made available to all students at least once annually. The student training or informational services will include an explanation of the policy, how it works, and how to file a complaint. In addition, a copy of the District’s written policy on unlawful discrimination and harassment, as it pertains to students, will be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session, as applicable.
IV. Informal/Formal Complaint Procedure

A. Informal Complaint Procedure

When a person brings charges of unlawful discrimination to the attention of the District’s responsible
officer, that officer will:

1. Undertake efforts to informally resolve the charges;
2. Advise the complainant that he or she need not participate in informal resolution;
3. Notify the person bringing the charges of his or her right to file a formal complaint and explain the
   procedure for doing so;
4. Assure the complainant that he or she will not be required to confront, or work out problems with,
   the person accused of unlawful discrimination;
5. Advise the complainant that he or she may file a nonemployment-based complaint with the Office
   for Civil Rights of the U.S. Department of Education (OCR); where such a complaint is within that
   agency’s jurisdiction;
6. If the complaint is employment-related, the complainant should also be advised that he or she may
   file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the
   California Department of Fair Employment and Housing (DFEH) where such a complaint is within
   that agency’s jurisdiction.

Efforts at informal resolution need not include any investigation unless the responsible District officer
determines that an investigation is warranted by the seriousness of the charges. Selecting an informal
resolution does not extend the time limitations for filing a formal complaint. Efforts at informal
resolution may continue after the filing of a formal written complaint, but after a formal complaint is
filed, an investigation is required to be conducted pursuant to title 5, section 59334, and will be
completed unless the matter is informally resolved and the complainant dismisses the complaint. Even if
the complainant does dismiss the complaint, the responsible District officer may require the
investigation to continue if he or she determines that the allegations are serious enough to warrant an
investigation. Any efforts at informal resolution after the filing of a written complaint will not exceed
the 90-day period for rendering the administrative determination pursuant to title 5, section 59336.

In employment-related cases, if the complainant also files with the Department of Fair Employment and
Housing or with the U. S. Equal Employment Opportunity Commission, a copy of that filing will be sent
to the State Chancellor’s Office requesting a determination of whether a further investigation under title
5 is required. Unless the State Chancellor’s Office determines that a separate investigation is required,
the District will discontinue its investigation under title 5 and the matter will be resolved through the
Department of Fair Employment and Housing or the U. S. Equal Employment Opportunity Commission.

The District will allow for representation where required by law and may allow for representation for the
accused and complainant in other circumstances on a case by case basis.

B. Filing of Formal Written Complaint

If a complainant decides to file a formal written unlawful discrimination or harassment complaint
against the District, he or she must file the complaint on a form prescribed by the State Chancellor.
These approved forms are available from the District and also at the State Chancellor’s website, as follows:


The completed form must be filed with the District representative or mailed directly to the State
Chancellor’s Office of the California Community Colleges.
Once a complaint is filed, the individual(s) accused of engaging in prohibited discriminatory conduct should be advised of that filing and the general nature of the complaint. This should occur as soon as possible and in a manner that is appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.

C. Threshold Requirements Prior to Investigation of a Formal Written Complaint
When a formal written complaint is filed, it will be reviewed to determine if the complaint meets the following requirements:

1. The complaint must be filed on a form prescribed by the State Chancellor’s Office.
2. The complaint must allege unlawful discrimination prohibited under title 5, section 59300
3. The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or harassment, or by one who has learned of such unlawful discrimination or harassment in his or her official capacity as a faculty member or administrator.
4. In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or harassment or within one year of the date on which the complainant knew or should have known of the facts underlying the specific incident or incidents of alleged unlawful discrimination or harassment.
5. In any complaint alleging discrimination or harassment in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period will be extended by no more than 90 days following the expiration of that 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of 180 days.

D. Notice to State Chancellor or District
A copy of all formal complaints filed in accordance with the title 5 regulations will be forwarded to the State Chancellor’s Office immediately upon receipt, regardless of whether the complaint is brought by a student or by an employee. Similarly, when the State Chancellor’s Office receives a complaint, a copy will be forwarded to the District.

E. Defective Complaint
If a complaint is found to be defective, it will be immediately returned to the complainant with a complete explanation of why an investigation will not be initiated under California Code of Regulations, title 5, section 59300 et seq. The notice will inform the complainant that the complaint does not meet the requirements of section 59328, and shall specify in what requirement the complaint is defective. A copy of the notice to the complainant will also be sent to the State Chancellor’s Office.

F. Confidentiality of the Process
Investigative processes can best be conducted within a confidential climate. Therefore, the District does not reveal information about such matters except as necessary to fulfill its legal obligations. Potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed. The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. Complainants must also recognize that persons who are accused of wrongdoing have a right to present their side of the matter, and this right may be jeopardized if the District is prohibited from revealing the name of the complainant or facts that are likely to disclose the identity of the complainant.
If a complainant insists that his or her name not be revealed, the responsible officer should take all reasonable steps to investigate and respond to the complaint consistent with the complainant’s request as long as doing so does not jeopardize the rights of other students and employees. It is also important that complainants and witnesses understand the possibility that they may be charged with allegations of defamation if they circulate the charges outside of the District’s process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss their claims with persons outside of the process may expose themselves to tort charges.

Where an investigation reveals the need for disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information. In student disciplinary actions for sexual assault/physical abuse charges, Education Code section 76234 provides that the victim shall be informed of the disciplinary action, but that the victim must keep the information confidential. Disciplinary actions taken against employees are generally considered confidential.

G. Administrative Determination
1. In any case not involving employment discrimination, within ninety days of receiving an unlawful discrimination or harassment complaint filed under title 5, sections 59300 et seq., the responsible District officer will complete the investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all the following to both the complainant and the State Chancellor:
   (a) the determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
   (b) a description of actions taken, if any, to prevent similar problems from occurring in the future;
   (c) the proposed resolution of the complaint; and
   (d) the complainant’s right to appeal to the District’s governing board and the State Chancellor.

2. In any case involving employment discrimination or harassment, within 90 days of receiving an unlawful discrimination or harassment complaint filed under title 5, sections 59300 et seq., the responsible District officer will complete the investigation and forward a copy or summary of the report to the complainant, and written notice setting forth all the following to the complainant:
   (a) the determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination or harassment occurred with respect to each allegation in the complaint;
   (b) a description of actions taken, if any, to prevent similar problems from occurring in the future;
   (c) the proposed resolution of the complaint; and
   (d) the complainant’s right to appeal to the District’s governing board and to file a complaint with the Department of Fair Employment and Housing.

3. The District will keep these documents on file for a period of at least three years after closing the case, and make them available to the State Chancellor upon request.
4. The Cabrillo Community College District recognizes the importance of and is, therefore, committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.

V. Complainant’s Appeal Rights

Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District’s administrative determination. At the time the administrative determination and summary is mailed to the complainant, the responsible District officer or his/her designee shall notify the complainant of his or her appeal rights as follows:

A. First level of appeal: The complainant has the right to file an appeal to the District’s governing board within 15 days from the date of the administrative determination. The District’s governing board will review the original complaint, the investigative report, the administrative determination, and the appeal. The District’s governing board will issue a final District decision in the matter within 45 days after receiving the appeal. Alternatively, the District’s governing board may elect to take no action within 45 days, in which case the original decision in the administrative determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the District’s governing board will be forwarded to the complainant and to the State Chancellor's Office.

B. Second level of appeal: The complainant has the right to file an appeal with the California Community College Chancellor’s Office in any case not involving employment-related discrimination or harassment within 30 days from the date that the governing board issues the final District decision or permits the administrative determination to become final by taking no action within 45 days. The appeal must be accompanied by a copy of the decision of the governing board or evidence showing the date on which the complainant filed an appeal with the governing board, and a statement under penalty or perjury that no response was received from the governing board within 45 days from that date. In any case involving employment discrimination or harassment, the complainant has the right to file a complaint with the Department of Fair Employment and Housing (DFEH) where the case is within the jurisdiction of that agency.

Complainants must submit all appeals in writing.

VI. Provision of Information to State Chancellor

In any case not involving employment discrimination, within 150 days of receiving a complaint, the responsible District officer will either:

forward the following to the State Chancellor:

A. A copy of the final District decision rendered by the governing board or a statement indicating the date on which the administrative determination became final as a result of taking no action on the appeal within 45 days; a copy of the notice of appeal rights the District sent the complainant; and any other information the State Chancellor may require; OR

B. Notify the State Chancellor that the complainant has not filed an appeal with the District governing board and that the District has closed its file.
The District will keep these documents on file for a period of at least three years after closing the case, and in any case involving employment discrimination, make them available to the State Chancellor upon request.

VII. Extensions

If for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the responsible District officer will file a written request that the State Chancellor grant an extension of the deadline. Where an extension is deemed necessary by the District, it must be requested from the State Chancellor regardless of whether or not the case involves employment discrimination. The request will be submitted no later than 10 days prior to the expiration of the deadlines established by title 5 in sections 59336 and/or 59340 and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension will be sent to the complainant, who will be advised that he or she may file written objections with the State Chancellor within five days of receipt.

The State Chancellor may grant the request unless delay would be prejudicial to the investigation. If an extension of the 90-day deadline is granted by the State Chancellor, the 150-day deadline is automatically extended by an equal amount.

VIII. Record Retention

Unlawful discrimination records that are part of an employee’s employment records may be classified as Class-1 Permanent records and retained indefinitely or microfilmed in accordance with title 5, California Code of Regulations, section 59022. Unlawful discrimination records of a student that are deemed worthy of preservation but not classified as Class-1 Permanent may be classified as Class-2 Optional records or as Class-3 Disposable records. Class-2 Optional records shall be retained until reclassified as Class-3 Disposable records. Class-3 Disposable records shall be retained for a period of three years after being classified as Class-3 Disposable records.

IX. Retaliation

It is unlawful for anyone to retaliate against someone who files an unlawful discrimination or harassment complaint, who refers a matter for investigation or complaint, who participates in an investigation of a complaint, who represents or serves as an advocate for an alleged victim or alleged offender, or who otherwise furthers the principles of this unlawful discrimination or harassment policy.

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Draft revisions April 20, 2009
Revisions reformatted January 6, 2010
BP 5200 DRUG FREE WORKPLACE

It is the policy of the Cabrillo Community College District to maintain a workplace free of the unlawful manufacture, distribution, dispensing, possession or use of controlled substances as listed in Sections I through V of Section 202 of the Controlled Substances Act (21 United States Code Section 812) including but, not limited to, substances such as marijuana, heroin, cocaine and amphetamines.

For the purpose of this policy, workplace shall mean any place, whether on or off District property, where an employee does work for the Cabrillo Community College District. The workplace includes, but is not limited to: property owned, rented or leased by the District; any place an employee performs work for the District on a field trip, field study, athletic competition or study travel program; in District or private vehicles being used for official District business.

In furtherance of this policy, all employees shall be made aware of the dangers of drug abuse and the college and community resources available for counseling and rehabilitation of those with drug-related problems. All employees shall also be informed of the consequences of workplace drug abuse violations. These consequences shall include, but not be limited to: employee disciplinary action pursuant to applicable State law, District policy and collective bargaining agreements; and/or arrest and prosecution with the possibility of loss of credentials per California Education Code sections 87335 and 87346, and/or dismissal.

As a condition of continued employment, all District employees shall:

1. Abide by the terms of this policy; and
2. Notify, in writing, the Director of Personnel and Human Resources of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction; (The term conviction includes a finding of guilt, including a plea of no contest or nolo contendere, or imposition of sentence or both.)

Individuals who are not Cabrillo Community College employees, but who perform work at property owned, rented, leased or otherwise controlled by Cabrillo College for District benefit (e.g., independent contractors, job shoppers, temporary employees provided by agencies, visitors engaged in joint projects at Cabrillo, volunteers and so forth) are required to comply with this policy. Such individuals who unlawfully manufacture, distribute, dispense, possess or use controlled substances in a Cabrillo workplace may be barred from further work for and at Cabrillo College.

CABRILLO EMERGENCY RESPONSE PLAN

OVERVIEW

Cabrillo College has a formal Disaster Policy (BP 4330) that gives direction to Cabrillo administration, faculty, and staff in the event of a disaster or serious emergency. Additionally, all members of the Cabrillo Incident Command Team as well as all building managers have Emergency Response binders with specific information and walkie-talkie radios.

This following information is a summary of the formal Disaster Policy and contains some guidelines from the Emergency Response binder.

EVERYONE’S BASIC RESPONSIBILITY

All public school employees are disaster service workers and are subject to such activities as may be assigned to them by their superiors or by law. (Government Code 3100).

In the event of an emergency, the basic responsibility of all college employees is to maintain order and provide for the safety and welfare of staff and students within their area. A special effort should be made to ensure that children and people with disabilities are given appropriate assistance.

In the case of injuries:

1. Call 9-1-1, (be very specific about your location on campus)

2. Use first response first aid techniques (first aid guides are posted in all classrooms and in most common areas)

3. Notify Student Health Services @ extension 6435

SPECIFIC RESPONSIBILITIES

Incident Command Team

Senior administrators are members of the Cabrillo College Incident Command Team which will form in the campus Sheriff’s Office in the event of a disaster. The Incident Commander or his/her back up will declare a disaster if appropriate.
**Building Managers**
Each campus building has a responsible member of the faculty or administration assigned as the building manager. In the event of a disaster the building manager or his/her back up will take the following actions:

1. Assess the damage to his/her area of responsibility
2. Report personnel and building status to the Incident Command Center via phone, walkie-talkie, or runner as available.
3. Follow instructions from the Incident Command Team

Everyone with specific assignments has received training on their responsibilities.

Cabrillo employees without specific assignments should be prepared to assist as requested by members of the Incident Command Team or by Building Managers.

**GUIDELINES FOR SELECTED SPECIFIC EMERGENCIES**

**Bomb Threats**
Most bomb threats occur by phone and most are hoaxes. If you are the person receiving the threat remain calm and collect as much information as possible.

1. Try to gather at least the following information:
   - Location of the bomb
   - Time of detonation
   - Reason bomb was planted
   - Description of caller’s voice
   - Background noises
   - If possible, transcribe the conversation verbatim
2. Call 9-1-1 and report the bomb threat and any information you were able to obtain. Be clear about your location on campus. Follow the instructions from the Sheriff’s department or college administration.

**Earthquake, explosion, Fallen Aircraft, Any Disasters That Occur Without Warning**

1. **DROP, COVER, and HOLD.**
2. Stay away from glass windows, wall shelves, and heavy equipment.
3. Do NOT run outside, do NOT evacuate until tremors cease.
4. Once the main tremors have ceased, calmly evacuate classrooms or offices to your building’s staging area.

For additional information or the most updated information on Emergency Response and Safety please visit Cabrillo’s related websites at [http://www.cabrillo.edu/internal/emergency/](http://www.cabrillo.edu/internal/emergency/) and [http://www.cabrillo.edu/internal/safety/](http://www.cabrillo.edu/internal/safety/)
BP 4330 DISASTER POLICY

STATEMENT

It shall be the policy of the Cabrillo Community College District to provide a safe environment for the students and staff of the District. In order to fulfill this responsibility, the Governing Board shall establish disaster preparedness procedures, which comply with Section 17.1 of Article 3 of Title 5 of the California Administrative Code.

EMERGENCY

It shall be the policy of the Cabrillo Community College District that it will declare as an emergency the existence of conditions of disaster or extreme peril to the safety of staff members, students and or District property which are or are likely to be beyond the control of the District services, personnel, equipment, and facilities and may require the combined forces of other political subdivisions to combat. This shall include such conditions as fire, flood, storm, epidemic, riot, earthquake, hazardous materials incident, or other like occurrences other than conditions resulting from a labor controversy. (Government code 8558)

DISASTER SERVICE WORKERS

All public school employees are disaster service workers and are subject to such activities as may be assigned to them by their superiors or by law. (Government Code 3100)

COOPERATION WITH OTHER AGENCIES

In the event of a disaster, the Cabrillo College District shall support and expect support from the emergency organizations of the cities, the military and unincorporated areas lying within the boundaries of the Cabrillo Community College District and from the County of Santa Cruz, the State of California emergency organizations, and from federal emergency organizations. Realizing that in the event of a major disaster, Cabrillo College could be isolated for up to 72 hours, the District shall comply with any mutual aid agreements approved by the Governing Board.
THE CABRILLO COLLEGE FEDERATION OF TEACHERS (CCFT): YOUR FACULTY VOICE

What is CCFT?

The Cabrillo College Federation of Teachers is your faculty union. Founded by both full-time and adjunct faculty in 1985, from the beginning the union has represented all Cabrillo faculty. We stand for fairness and justice and serve as faculty advocates on a variety of shared governance committees which shape and develop school policies. Collectively, the Cabrillo College Federation of Teachers has proven to be a powerful, positive and creative force within our college community. It was born out of our common need and sustains us in our common task. It provides faculty a fulcrum for power and a forceful voice in the forum of shared governance.

What We Do:

CCFT negotiates with the district legally binding contracts which establish your wages, working conditions, and benefits. We enforce the contract by representing faculty in grievances to guarantee faculty rights. CCFT helps individual faculty members in many ways, from solving work-related problems to getting answers to your questions and responses to your requests. A copy of the contract is available online at our website (address below), from the CCFT office, from Human Resources, or from the faculty mailroom. All members receive notification of new contracts and contract updates.

Benefits of Membership:

There are many benefits to becoming a member of CCFT. As a member, you will have the right to vote in CCFT elections. This includes voting for or against future negotiated contracts and voting in elections for union leadership positions. You are also eligible to serve on CCFT Council, one of the most important committees on campus. Every member is protected by a $1 million dollar professional liability insurance policy. CCFT members may apply for a low-interest, no annual fee credit card; low down-payment mortgages, unsecured, signature loans, and a number of other insurance plans. CCFT members are entitled to free ½ hour legal consultations on personal legal matters and receive a variety of member discounts (flowers, theme parks, hotels, etc.).

Ways To Get Involved in the Union:

Come to monthly CCFT Council meetings. Join a union committee that represents your interests. As vacancies occur, become a CCFT division representative or union officer. No union is ever wiser or stronger than its individual members. Participation in CCFT provides members with an opportunity to work with some of the most intelligent, caring, and creative people on campus!
How to Join:

Phone 831-464-2238 or email http://ccftcabrillo.org/ and leave a message, or contact your division’s union representative. See http://ccftcabrillo.org for names of CCFT representatives, the contract online, CCFT constitution by-laws, info for part-timers, meeting dates, grievance basics, membership info and links to various resources.

Contract Information

The Contract agreement between the Cabrillo Community College District and the Cabrillo College Federation of Teachers (CCFT) is the legally binding document that governs your salary, working conditions, and benefits as an academic employee of Cabrillo College. The document contains your salary schedule and information about salary placement as well as information on health and welfare benefits, leaves of absence, retirement and many other issues. The contract is renegotiated every three years. Re-openers are often held in between the major negotiating sessions and the updates are made available in the fall.

The most current contract is available on the CCFT website at: http://ccftcabrillo.org/contract/contract_10-13/
SOFTWARE/Training issues:

Call the TLC (Teaching and Learning Center) x5030 http://www.cabrillo.edu/services/tlc/ for things such as:

- How do I backup my files?
- How do I access Blackboard?
- How do I publish a webpage?
- How do I get my Cabrillo email from home?
- How do I use my new Mozilla email?

HARDWARE/Troubleshooting issues:

Call the Information Technology Help Desk x6392 https://sites.google.com/a/cabrillo.edu/helpdesk/ for things such as:

- I forgot my password
- My monitor suddenly looks funky
- I think there’s a virus on my computer
- My computer doesn’t turn on
- I can’t print

The Information Technology Department provides each employee a username login for each System account.

1. Your **username** will log into all of your System accounts:
   - **Network**
   - **Email**
   - **Postini**
   - **Google**

2. Where to access your accounts:
   - **Network**: on-campus PC or MAC
   - **Email**:
     1. **Web**: https://mail.cabrillo.edu/
     2. **Local Mail Client**: Thunderbird, Applemail, etc.
   - **Postini**: https://www.cabrillo.edu/postini/
   - **Google**: http://www.cabrillo.edu/home/faculty.html
MATRICULATION

Top 7 Questions about Matriculation Services and How they Relate to You

ASSESSMENT/PLACEMENT TESTS

Q: Assessment tests are not a perfect indicator of a student's skills. Can we exempt some students from their results due to other issues they may have (test anxiety, learning disabilities, cross cultural issues)?

A: No. We all realize that a placement test is only one measure of a student’s skills, yet the Chancellor’s Office mandates assessment for math, English and reading from a list of approved instruments. Cabrillo and all community colleges must provide these mandated services according to CA Education Code. “Multiple measures” (specific and additional individual data from outside the classroom) are added to the final placement scores. Students who may need extended time or a different testing environment must have approved accommodations for those services. Direct them to DSPS for this service. You may not provide these services solely based upon a student’s request or a statement that these types of services were offered in the past.

Q: I know a student can retest on the math, English or reading placement assessment. How many times and how frequently?

A: A student can take the test a second time within a six month period. This period can overlap semesters and intersessions. A student must also wait a week in between tests. This can be a problem if he or she has waited until the beginning of a semester and then needs to retest. Students are encouraged to study for the tests. There are worksheets prepared by the departments and available at the assessment center and online. Faculty report it makes a positive difference in the student’s placement.

THE CHALLENGE PROCESS

Q: If a student does not place into the level he or she hoped for, can he or she “challenge” the test results?

A: No. The Challenge process is not a means to contest the results of an assessment/placement test. Retesting is the way to focus on the test score. Usually a student wants to skip a required class because he/she believes the skills and knowledge have been met in other ways (courses at other colleges, work/professional experience, etc.) This “challenge” process is how the student attempts to demonstrate to the faculty that taking the class would be repetitious and not needed.

There are two ways to challenge a specific course:
- “Credit by Exam”
- Challenge process for prerequisite and co-requisite courses.

Credit by Exam begins with a student and the Office of Admissions and Records. If a department determines that a particular class can be challenged, an exam, lab work, and other types of assessment can be developed by the department. The student pays the fee for the class and completes the required department assessment.

If the exam is passed, the student receives credit for the challenged class and the course credit is noted on the official transcript. See the Academic Policies and Procedures section of the college catalog.
The responsibility for initiating “the challenge” is the student’s. To challenge a prerequisite or co-requisite course a student follows a specific process overseen by the Matriculation Office. All community colleges provide this option for students. It is called the “Challenge Process” and is NOT implemented by individual faculty or the division office.

The Matriculation Office is the initial stop for the student. A petition and relevant documentation is provided by the student to the Matriculation Office. The form is online or available at the Matriculation Office (103- Enrollment Services) The Challenge packet is sent to the department by the Matriculation Office. A committee of department faculty reviews the materials submitted by the student and within five working days (during the fall and spring semesters) that group determines whether the student’s skills and knowledge demonstrates his or her ability to skip the pre or co-requisite class. (The student cannot be guaranteed the five day turnaround during the summer and winter sessions.) If the challenge is approved, the student does not receive credit for the prerequisite or co-requisite course, yet, does not have to take the course. If a student selects this option, as in skipping English 1A for example, the omission of that course on the transcript can negatively impact a transfer student’s admission to a university, as English 1A is a required course on the admissions list. A student should check with a counselor for these types of situations.

The process and forms for a challenge have been designed and approved by the Matriculation Advisory Committee which has members from math, English, reading, research and the support services. The policy and process are listed in a number of documents (college catalog, class schedule, Matriculation webpage, http://www.cabrillo.edu/services/matriculation/, and on other college web pages.)

PREREQUISITE AND CO-REQUISITE COURSES

Q: If my course has a prerequisite or co-requisite course listed, do I and the students really need to adhere to that? I didn’t create that requirement.

A: Yes, you and the students need to comply with the prerequisites and co-requisites. It is both Cabrillo College board policy and a Title 5 requirement. Faculty has the right and responsibility to determine whether specific skills and knowledge are needed for probable success in a subsequent course. Your department made that decision.

There are several layers of validation that indicate whether success in “course B” is highly dependent upon the knowledge and skills taught in “course A.” Faculty starts with the content review process which is included in the CurricUNET system we use for curriculum development, revision and approval. More information about this is available through CurriCUNET. Also see the Curriculum Handbook on the Faculty resource page.

If the determination is made that a pre or co-requisite is needed for success, the Curriculum Committee approves that component of the course description. The course and its requisites are then approved by the board of trustees.

If you do not think the skills covered in the requisite courses are necessary for student success in your course, you can meet with your department colleagues and decide if you would prefer to eliminate the prerequisite or co-requisite and change it to “recommended preparation” (an advisory).

This will require a change to the course outline and approval by the Curriculum Committee. Until that action is taken, an established pre or co-requisite must be uniformly enforced.

Q: If I am the instructor of the class the student wants to enter or “challenge”, can I just make the determination?

A: Title 5 does not allow the instructors teaching the course being challenged to be part of the decision to approve or not approve the challenge.

Q: What if I determine from talking with a student or seeing his or her previous grades or work that the student will probably do fine in my class. May I waive the pre or co-requisite for that student?
A: No. Individuals are not legally able to “place” a student in one course or another. This is a violation of Title 5 and the college’s Matriculation policies. If this was allowed, then an individual could revise requirements that have been developed by the best thinking of department faculty regarding knowledge needed for success. Requisites are determined through local validation studies in objective ways and all students require that they have the same standards applied to them. See the earlier response for reconsideration of having a requisite for your course.

FOLLOW UP SERVICES

Q: What follow-up services are provided to students?

A: This is an area that involves many parts of the college. Specific programs have follow-up services embedded within their services (EOPS, Puente, Fast Track to Work, DSPS, etc.) There is also electronic notification through A&R that a student is on progress or academic probation or dismissal and should meet with a counselor. Individual faculty follows up with students in different ways. We will be working on the reinstitution of an “early alert” program to bring positive intervention earlier in the semester for students at risk for failing.

Whom to contact for more information:

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