FOREWORD

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 twentieth 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 Michaela Scott from the Office of Instruction for their work in preparing this Faculty Resource Guide.

Renée Kilmer
Vice President, Instruction
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Cabrillo College is named after Juan Rodriguez Cabrillo, a Sixteenth 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 28 as "Cabrillo Day," commemorating the anniversary of Cabrillo's exploration in California.
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 overwhelming supported the college by passing a bond measure 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 allowing the College to expand its excellent health-careers training programs, make improvements to classrooms, expand the Watsonville Center, and help students better prepare for jobs and transfer to four-year colleges, in addition to other important projects.
Mission * Purpose * Values

The mission of Cabrillo College is to enhance the intellectual, cultural, and economic vitality of our diverse community by assisting all students in their quest for lifelong learning and success in an ever-changing world.

Our purpose is to provide an accessible and effective learning environment, which aids students in their pursuit of transfer, career preparation, personal fulfillment, job advancement, and retraining goals.

Our core values are academic freedom, critical and independent thinking, and respect for all people and cultures. Our commitment is to encourage excellence, offer a balanced curriculum, promote teaching methods for diverse learning styles, and involve and enrich our community.

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 Complexities, Social Diversity and Civics, and Artistic Variety

Personal Responsibility and Professional Development: Self-Management and Self-Awareness, Social and Physical Wellness, Workplace Skills

STUDENT LEARNING OUTCOMES:
Student learning outcomes (SLOs) define what students can do when they have completed a course, a certificate or a degree. SLOs are the goals and skills that students 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 is in the process of defining SLOs for every occupational degree, certificate, and course. 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>808</td>
<td>Assessment Center</td>
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<td>1700</td>
<td>Baskin Children’s Center</td>
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<td>913</td>
<td>Bookstore</td>
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<tr>
<td>501</td>
<td>Business, English &amp; Language Arts (BELA)</td>
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<td>2600</td>
<td>Business Services</td>
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<td>909</td>
<td>Cafeteria</td>
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<td>804</td>
<td>Career Planning &amp; Job Placement</td>
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<td>2100A</td>
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<td>1400</td>
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### Fall 2007

**Summer Sessions:** June 18 - August 10  
**Flex Days:** August 27 - 31  
**Fall Semester:** September 4 - December 21

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<td>24 Last day to withdraw from full-term courses</td>
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# Spring 2008

### Wintersession: January 7 - February 1
### Flex Days: February 5 - 8

### Spring Semester: February 11 - June 7

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<th>February</th>
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<td>S M T W TH F S</td>
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<td>5 6 7</td>
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<tr>
<td>10</td>
<td>11 Easter Holiday</td>
</tr>
<tr>
<td>15</td>
<td>16 Spring Semester begins (Late Registration 2/11-2/23)</td>
</tr>
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<td>17</td>
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<td>24</td>
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<th>March</th>
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<tr>
<td>S M T W TH F S</td>
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<tr>
<td>2 3 4 5 6 7 8</td>
<td>8 Last day to drop without a &quot;W&quot;</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>Deadline for Credit/No Credit Option for full-term courses</td>
</tr>
<tr>
<td>16</td>
<td>17 18 19 20 21 22</td>
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<td>S M T W TH F S</td>
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<td>4 5 6 7 8 9 10</td>
<td>11 Deadline for Special Studies</td>
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<tr>
<td>11 12 13 14 15 16 17</td>
<td>Last day to withdraw with a &quot;W&quot; from full-term courses</td>
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<td>18</td>
<td>19 20 21 22 23 24</td>
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<tr>
<td>26 Holiday</td>
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<tr>
<th>June</th>
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<tbody>
<tr>
<td>S M T W TH F S</td>
<td>Spring Finals -- 6/2 - 6/7</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>6 Graduation</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>7 End of Spring Semester</td>
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<td>15</td>
<td>16 17 18 19 20 21</td>
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<td>22</td>
<td>23 24 25 26 27 28</td>
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<tr>
<td>29 30</td>
<td>Proposed Summer Session 2008: First 4-week session 6/16 - 7/11 6-week session</td>
</tr>
</tbody>
</table>
Extended Hours For Registration,  
September 4—September 15

These services have special hours for registering students.

<table>
<thead>
<tr>
<th>Service</th>
<th>Aug. 28-Sept. 2</th>
<th>Sept. 5-9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission and Registration</strong></td>
<td></td>
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</tr>
<tr>
<td>Aptos Campus, Bldg 100</td>
<td>M-F, 8:30 am-7:30 pm</td>
<td>T-F, 8:30 am-7:30 pm</td>
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<tr>
<td></td>
<td>Sat, 10 am-2 pm (9/2)</td>
<td>Sat, 10 am-2 pm (9/9)</td>
</tr>
<tr>
<td>Watsonville Center</td>
<td>M-Thu, 8 am-8 pm</td>
<td>T-Thu, 8:30 am-7:30 pm</td>
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<td>Fri, 9 am-5 pm</td>
<td>Fri, 9 am-5 pm</td>
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<td>Sat, 10 am-2 pm (9/2)</td>
<td>Sat, 10 am-2 pm (9/9)</td>
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<tr>
<td><strong>Bookstore</strong></td>
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<tr>
<td>Aptos Campus, Bldg 900</td>
<td>M-Thu, 8 am-8 pm</td>
<td>T-Thu, 8:30 am-6:30 pm</td>
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<td>Fri, 8 am-4:30 pm</td>
<td>Fri, 8 am-2 pm</td>
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<td>Sat, 10 am-2 pm (9/9)</td>
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<tr>
<td>Watsonville Center</td>
<td>M-Thu, 10:30 am-7:30 pm</td>
<td>T-Thu, 10:30 am-6:30 pm</td>
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<td>F-S, 10 am-2 pm</td>
<td>F-S, Closed</td>
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<tr>
<td><strong>Counseling</strong></td>
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<tr>
<td>Aptos Campus, Bldg 100</td>
<td>M-Thu, 8 am-7 pm</td>
<td>T-Thu, 8 am-7 pm</td>
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<td>Fri, 8 am-4 pm</td>
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<td>Watsonville Center</td>
<td>M, 8 am-5:00 pm</td>
<td>T, 8:30 am-3:30 pm</td>
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<td>T, 8:30 am-3:30 pm</td>
<td>W-Th, 8:30 am-2:30 pm</td>
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<td>W-Th, 8:30 am-4:30 pm</td>
<td>F, 8:30 am-4:30 pm</td>
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<td>Fri, 8:30 am-4:30 pm</td>
<td>Sat, 10 am-2 pm</td>
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<td>Sat, 10 am-12 pm</td>
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<tr>
<td><strong>Financial Aid</strong></td>
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<tr>
<td>Aptos Campus, Bldg 100</td>
<td>M-Thu, 8 am-6 pm</td>
<td>T-Thu, 8 am-6 pm</td>
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<td>Fri, 8 am-5 pm</td>
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<td>Watsonville Center</td>
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<tr>
<td><strong>College Bank</strong></td>
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<tr>
<td>Aptos Campus, Bldg. 100</td>
<td>M-T, 8:30 am-6 pm</td>
<td>T-W, 8:30 am-3:30 pm</td>
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<td>W-F, 8:30 am-3:30 pm</td>
<td>Th-F, 8:30 am-6 pm</td>
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<td>S, 10 am-2 pm</td>
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</table>
Regular Semester Office Hours & Telephone Numbers

General Information - 479-6100

Admissions and Records
Aptos Campus, Bldg 100  479-6201
Watsonville Center  477-5100
Scotts Valley  477-3350
Monday-Thursday: 9:00 am-6:00 pm, Friday: 9:00 am-3:00 pm (Aptos),
9:00 am-2:30 pm (Watsonville)
Monday-Thursday 8 a.m.- 1 p.m. and 2 p.m.- 6 p.m. (Scotts Valley)

Assessment  479-6165

Bookstore - Bldg 900  479-6209
Monday-Thursday: 8:00 am-6:30 pm, Friday: 8:00 am-2:00 pm
Watsonville Center
Monday-Thursday: 10:30 am-2:30 pm & 3:30 am-6:30 pm, Friday: Closed

College Bank - Bldg 100  479-6376
Monday-Friday: 9:00 am-3:30 pm

Computer Technology Center - Bldg 1400  477-5286
Monday-Thursday: 8:30 am-9:45 pm, Friday: 9:00 am-11:45 pm
Saturday: 9:00 am-4:45 pm, Sunday: 12:00-4:45 pm

Counseling - Bldg 100  479-6274
Mon., Wed., Thur.: 8:00 am-7:00 pm, Tue.: 8:00 am-5:00 pm Fri.: 8:00 am-4:00 pm

Career Center  479-6225
Call for times
Watsonville Center  477-5134

Financial Aid Office - Aptos Campus, Bldg 100 - 479-6415
Monday-Thursday: 8:00 am-6:00 pm, Friday: 11:00 am-3:00 pm
Watsonville Center - 477-5133
Monday-Thursday: 8:00 am-6:00 pm, Friday: 11:00 am-3:00 pm

Health Services - Bldg 900 - 479-6435
Please see website for fall hours: www.cabrillo.edu

Library/Learning Center - Bldg 1000 - 479-6473
Monday-Thursday: 8:00 am-8:00 pm, Friday: 8:00 am-4:00 pm, Saturday: 12:00 pm-4:00 pm
Please see website for fall hours: libwww.cabrillo.edu
Dr. Brian King  
President / District Superintendent  
Assistant: Pat Borden (831) 479-6306

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

Pegi Ard  
Vice President, Business/Assistant Superintendent  
Assistant: Tatiana Bachuretz (831) 479-6292

May Chen  
Vice President/Assistant Superintendent, Student Services  
Assistant: Sandi Moore (831) 479-6317

Robert Owen  
Associate Vice President, Information Technology  
Assistant: Kathy Williams (831) 479-6216

Sesario Escoto  
Dean, Student Services  
Assistant: Anya Finke (831) 477-3584

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

Dr. Margery Regalado-Rodriguez  
Dean of Instructional Development- Matriculation Coordinator  
Assistant: Sherida Lincoln (831) 477-3242
Paths to Representation on the College Planning Council

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

CPC Meets 1st and 3rd Wed. Room 804A, 2PM, Info and Agenda Pat Borden X6306

College President
Brian King X6302

CCEU
Stephanie Stainback
X 5035

Faculty Senate
Voc. Ed
Steve Hodges X6494

CCFT, President
Paul Harvell x5217

OR

Faculty Senate
Transfer
Don Rothwell
X6511

Vice President
Instruction
Renée Kilmer
X6451

CCFT
Alex Taurke
X6320

Vice President
Business
Pegi Ard X6406

CCEU Classified
Ellen Stuck
X6297

Vice President
Student Services
May Chen
X6527

Confidential
Diane Goody X5618

Vice President
PROFESSIONAL
AND WORKLOAD
CONCERNS

Division Dean Rep.
Kathleen Welch
X6389

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".

Student
Representative
X6231 (message)

College Wide

Admin Manager
### INSTRUCTIONAL DIVISIONS AND DEPARTMENTS

#### Office of Instruction
- Room 806
- Renée Kilmer, Vice President: 6451
- Beatriz Perez, Executive Assistant: 5077
- TBD, Department Assistant: 6453
- Dawn Zizzo, Senior Account Specialist: 5733
- Rick Fillman, Institutional Research Analyst: (477)-5281

#### Instruction for Career Education & Economic Development
- Room 2100A
- Rock Pfotenhufer, Dean: 6482
- Evie Alloy, Administrative Assistant: 6481
- Dena Taylor, Program Manager, FTTW: 6147
- Teresa Thomae, Director, SBDC: 5040

#### Business, English and Languages Arts
- Room 501
- James Weckler, Division Dean: 477-3248
- Interim Division Coordinator: 6361
- Glenn Dixon, Instructional Division Assistant: 6400
- Interim Instructional Division Assistant: 6478
- Dawn Zizzo, Senior Account Specialist: 5733
- Accounting & Finance – Mo Hassan
- Bilingual & Bicultural Studies – H. Jake Siskin
- Business – Mo Hassan
- Computer Applications & Business Technology – Clayta Ross
- English – Conrad Scott-Curtis
- English as a Second Language – Joyce Flager
- Foreign Languages – H. Jake Siskin
- Journalism – David Sheftman
- Reading – Nancy Phillips
- Real Estate – Mo Hassan

#### Health, Wellness, Physical Education, & Athletics
- Room 1102
- Kathleen Welch, Division Dean: 6389
- Marian Apa, Division Coordinator: 6523
- Elissa Kurk, Instructional Division Assistant: 5087
- Carla Vaughan, Instructional Division Assistant: 6266
- Peter Leuck, Division Accounting Specialist: 6594
- Tom McKay, Director, Allied Health: 6455
  - Adaptive Physical Education – Micki Witzig
  - Athletics – Dale Murray (Athletic Director)
  - Dental Hygiene – Bridgete Clark
  - Health Science – Shawn Houghton
  - Human Services – Patrick Meyer
  - Medical Assistant – Charlotte Jensen
  - Nursing – Dorothy Nunn
  - Physical Education – Josh Thomas
  - Radiologic Technology – Ann Smeltzer
  - Stroke Center – Debora Bone (Director)

#### Human Arts and Social Sciences
- Room 420
- Nancy A. Brown, Division Dean: 6383
- Margaret Pierce, Division Coordinator: 6384
- Belen Ruiz, Instructional Division Assistant: 6348
- Ellen Stuck, Instructional Division Assistant: 6297
- Leah Hlavaty, Division Accounting Specialist: (477)-3538
  - Anthropology – Teresa Pool
  - Archeological Technology – Rob Edwards
  - Communication Studies – Dan Rothwell
  - Culinary Arts and Hospitality Management – Eric Carter
  - Early Childhood Education – Michelle Chao/Jeann Gallacher-Heil
  - Economics – Michael Mangin
  - Education – Michael Mangin
  - Geography – Michael Mangin
  - History – Michael Mangin
  - Medicine – Michael Mangin
  - Philosophy – Claudia Close
  - Political Science – Michael Mangin
  - Psychology – David Douglass
  - Public Safety – TBD
  - Sociology – Teresa Pool
  - Women’s Studies – Michael Mangin

#### Instructional Procedures Analysts
- Dale Attias: (477)-5679
- Laurie Hedin: 5097

#### Instructional Development
- Margery Regalado Rodriguez: 6285
- Sherida Lincoln, Administrative Assistant: (477)-3242
- Joe Napolitano, Director, DSPS: 6390
- Nikki Oneto, Program Specialist, DSPS: 6379
- Alta Northcutt, Program Specialist, DSPS: 6370
- Deborah Shulman, Director, LS: 6566
- Cathy Broggiotti, Program Specialist, LS: 6176

#### Natural & Applied Sciences
- Room 701
- Wanda Garner, Division Dean: 6329
- Alicia Cervantes, Division Coordinator: (477)-3582
- Norma Pena, Instructional Division Assistant: 6328
- Gloria Valencia, Instructional Division Assistant: 6328
- Patty Nelson, Senior Account Specialist: 5029
- Aeronautics – Bob VanWagenen
- Astronomy – Rick Nolthenius
- Biology – Tom Sourseau
- Chemistry – Jason Camara
- Computer Information Systems – Sue Nerton
- Computer Networking and System Administration – Rick Graziani
- Computer Support Specialist – Gerlinde Brady
- Computer Science – Sue Nerton
- Construction Energy Management – Chuck Mornard
- Digital Bridge Academy – Diego Navarro
- Engineering – JoAnn Pazard
- Engineering Technology – Gary Marcocci
- Environmental Science – Dave Schwartz
- Geology – Dave Schwartz
- Horticulture – Peter Shaw
- Mathematics – Nancy Fetterman
- MESA – Sue Tappero
- Oceanography – Dave Schwartz
- Physics – Joe McCullogh
- Welding – Gary Marcoccia

#### Visual, Applied and Performing Arts
- Room 301
- Dan Martinez, Division Dean: 6336
- Sandra McCann, Division Coordinator: 6288
- Julie Herzog, Instructional Division Assistant: 5079
- Andree LeBourveau, Instructional Division Assistant: 5255
- Linda Stinger, Instructional Division Assistant: 6464
- Michelle Achee, Division Accounting Specialist: (477)-3561
- Applied Living Arts – Janice Bowman
  - Art History – Jamie Abbott
  - Art Studio – Jamie Abbott
  - Cabrillo Stage – Jon Nordgren
  - Dance – Regina DeCosse
  - Digital Media – Beth Regardz
  - Music – Michele Rivard
  - Photography – Gordon Hamer
  - Theatre Arts/Drama – Skip Epperson

#### Library/Learning Resources Center
- Johanna Bowen, Director: 6536
- Betty Gardener, Library Associate: 6537

#### Teaching and Learning Center
- Francine Van Meter, Director: (477)-3241
- Athena Locke, LIA: 5030

#### Watsonville Center
- Rachel Mayo, Director: 477-5110
- Olga Diaz, Administrative Assistant: 477-5153
- Digital Bridge Academy – Diego Navarro: 477-5164
The following details should be helpful to you in carrying out your responsibilities for the semester.

KEYS

Keys for college rooms, file cabinets, desks, etc., are distributed by Safety and Protective Services/Campus Sheriff's Office. A key request form is required for ALL staff requests. Key request forms must be signed by the staff person making the request and by the appropriate supervisor, division administrator or administrator. Keys and key request forms are available in the campus Sheriff's Office, Room 955, Brown House. Keys are not to be requested for, or given to, students. Keys must be returned at the end of the employee's term of employment.

LIGHTS

Help us keep costs down (and have more funds for instruction) by turning out your classroom lights when you leave.

SMOKING POLICY

In the interest of health and safety for students, visitors, and staff, SMOKING IS PROHIBITED indoors and outdoors at Cabrillo College, 6500 Soquel Drive, and at the Watsonville Center at 318 Union St., Watsonville EXCEPT IN DESIGNATED SMOKING AREAS. If you smoke, you are asked to comply with the non-smoking policy. If you would like to break the habit, contact the Stop Smoking Support Line, a 24-hour service, at 479-5353 for more information.

COPIER

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 the entry code necessary for operation of the machine. Jobs of over 20 copies should be submitted to Duplications. For more information about duplications, please refer to page 90 in this guide.
CHANGES OF CLASS DATE OR TIME

For various reasons, 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. If you are unable to reach your division, please contact the Instruction Office (831)479-6451. If you teach a night class, you must notify the Evening Program Office at (831)479-5256 press 0 to bypass the menu. If you teach a Saturday class, you must call the Saturday administrator’s cell phone (on Saturday's only) at 809-0363. 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.

Field trip approval forms are available in the Division Offices and should be completed and submitted at least 7 days in advance to your Division Office for approval.

PARKING PERMIT/BUS PASS

Faculty are issued a Parking Permit at no cost. Bus passes are available for purchase from the Santa Cruz Metro Transit District.

Parking permits will be required both day and night. All lots are clearly marked with signs that indicate at what times students, staff, or visitors can use that lot. Visitors without permits may use the meters (2 hours only) in the visitor lot, or purchase day permits from vending machines in the student lots, or from the Campus Sheriff's Office. Lots E, D, H, I, and J are the only lots reserved for staff in the evening. Staff are entitled to two parking permits, the first is free and the second costs $2.00. Parking permits expire October 1 each year. For your convenience, beginning the second of August, permits are available at:

- **College Bank**
  - **During bank window hours** 9:00-12:00 p.m. and 1:30 to 3:30 p.m. Monday – Friday.
  - **The College Bank is CLOSED the week of walk-in Registration/FLEX**
- **Admissions and Records**
  - 5:00-7:30: p.m. Monday through Thursday for Evening Programs
- **Campus Sheriff's Office**
  - 8:00-6:00 p.m., Monday - Thursday and 8:00-5:00 Fridays

Please bring staff identification, automobile license number, and make/year of your automobile.
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 that 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 once a semester. Credit will be granted only with approval of the application by the Sabbatical Leave Review (see Appendix “S”).

In Order to be used for salary class change, approved Alternative Credit units must be submitted to the Human Resources Office by November 1 of the year of the salary class change.

Completed projects, with appropriate Dean signature, 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.
Appendix “S”

Alternative Credit Guidelines

1. The alternative credit process provides an opportunity for contract/regular and adjunct faculty to earn advancement on the salary scale by methods other than attendance at college level classes.

2. The Sabbatical Leave Review Board reviews applications for alternative credit and approves those that shall 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 MSS 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 to 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)

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 1 of the year in which the salary change is requested.
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.
Enrollment Comparison of Spring 2007 with Spring 2006:

Scotts Valley Center opened this semester resulting in a surge of enrollments at that location; last spring 26 students took classes at the Scotts Valley location whereas 628 took classes there in spring 2007.

The 3.4% student count increase represents a total of 477 students. This growth is entirely from part-time students who increased their numbers by 504 students. Full-time students actually declined by 27 or -0.7%.

Full Time Equivalent Students (FTES) and Weekly Student Contact Hours (WSCH) declined by 1%.

Latino student enrollment increased by 2.4% or 85 students. The percentage of the student body that is Latino declined slightly from 25.6% last spring to 25.3%. The overall percentage of underrepresented students increased from 30.3% to 32.0%.

The Watsonville Center/area student count increased by 17.6% (356 students), and the units attempted increased by 11.8% (1,133 units).

Online students increased by 81.2% (1,384 students), with an increase of 49.1% in units attempted (1,896 units). Online students are taking more than one online course.

Spring 2007 Registration Highlights:

Fifty-nine percent of spring 2007 Cabrillo applicants used the CCC. Apply online application for admission, first implemented in fall 2004 with 33% of the applicants using the online application as of October, 2004.

Of those who applied online before the term started, 59% enrolled (vs. 41% for paper applications). After the term began, only 23% of those who applied online enrolled (vs. 77% for paper applications).

Fifty-three percent of early enrollments used WebAdvisor online registration.

Census reports are available, along with more detailed information by location, at: http://www.cabrillo.edu/services/pro/cf/censusftes.htm

*Source: Spring 2007 Census.
Unduplicated Fall Semester Enrollment at Cabrillo

STUDENT ENROLLMENT

Source: Data Warehouse (Enroll: Student)
### Educational Background

#### STUDENT DEMOGRAPHICS

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## Enrollment by Gender

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Source: Data Warehouse (Enroll::Student) since Spring 1993

### Chart

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- **Ssn**
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- **Ssn**
- **Ssn**

- **Gender**
- **F**
- **M**
- **X**
- **Count**

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- 2007 FA 00 7751 5583 13613
- 2013 SP 01 8041 5684 14569
- 2017 FA 01 8222 6619 14858
- 2023 SP 02 8517 6965 15187
- 2027 FA 02 8417 6960 15225
- 2033 SP 03 8626 7204 16096
- 2037 FA 03 8212 6649 14861
- 2043 SP 04 8282 6821 15106
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- - 25 -
Enrollment by Ethnicity

STUDENT DEMOGRAPHICS

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<td>186</td>
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Enrollment by Student Status

**STUDENT DEMOGRAPHICS**

In blue below are the 3 Chart Series Labels

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<th>(3)</th>
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<td>New</td>
<td>Returning</td>
<td>Continuing</td>
</tr>
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The above three Labels in blue are the ones that will appear in the chart legend.

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<th>Continuing</th>
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<td>1,960</td>
</tr>
<tr>
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* Includes both first time and new transfers
** Includes returning transfers

Source: MIS report

Note: Unknown/unreported excluded

Prior to Spring 2000, data were produced from the former computer system.
DataTel/Colleague system is now being used. The two systems use different definitions for this element, however, both comply with State MIS.

DataTel/Colleague system is now being used. The two systems use different definitions for this element, however, both comply with State MIS.

Prior to Spring 2000, data were produced from the former computer system.
DataTel/Colleague system is now being used. The two systems use different definitions for this element, however, both comply with State MIS.
Enrollment by Semester of Full and Part-Time Students

STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>FULL-TIME #</th>
<th>FULL-TIME %</th>
<th>PART-TIME #</th>
<th>PART-TIME %</th>
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Source: Data Warehouse since Spring 1994

Full time: ≥ 12 units

2003-04 Data:

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- 28 -
## Enrollment by Age by Semester

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<td>11.5%</td>
<td>7.4%</td>
<td>2.9%</td>
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Source: Data Warehouse (Enroll::Student)
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</tr>
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</table>

Source: Data Warehouse (Enroll::Student)
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 for excellence is based on the ability of its faculty to fulfill these responsibilities of teaching with integrity, energy, and good humor. To provide 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.
INSTRUCTOR’S RESPONSIBILITIES (continued)

B. PREPARING FOR THE FIRST CLASS

BEFORE THE CLASS MEETING, remember to:

1. Turn in to the Human Resources Office all paperwork required (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).
6. Also 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 one- or two-page handout containing information about the course goals, texts, requirements, grading system and attendance policy you will use. Have yours ready to distribute during the first class meeting.
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, at the Campus Sheriff's 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.

2. Distribute the class syllabus and go over the information on it. 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 note given to the switchboard operator or evening office assistant, a regularly scheduled office hour, an email address or whatever will work best for you and them).

4. Establish some means (a telephone tree perhaps) to get in touch with your students should the need arise.

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

6. 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.

7. 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.

8. 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. Instructors will be provided a printout of all students who have requested to be included on the waiting list. (Students are not officially added to the class until faculty-signed add slips are processed by A&R.)

9. 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 has found that the first day of class sets the tone for the whole semester. When we arrive promptly, provide evidence of careful planning, conduct class in a friendly businesslike manner, assure that some meaningful learning experience takes place that very first meeting and that students get acquainted with each other and with us --- we are letting students know that they will find learning in our classes both challenging and fun. It is by such means that Cabrillo has achieved its reputation for teaching excellence.
INSTRUCTOR’S RESPONSIBILITIES (continued)

D. AFTER CLASS

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

2. Note the "No Shows" on the First Census Report and turn into the Admissions and Records Office.

And LATER:

1. No student may add your class after the end of late registration, which is:
   - Full-term courses: The second Friday of the semester
   - Short-term courses: Each has an individual add deadline. These deadlines are available on your online class rosters

If you have space and the student is eligible to take the class (i.e. has taken the necessary prerequisites), sign an Add Slip and have the student return the signed slip to the Admissions and Records office for processing. You should have the student return a copy of the Add Slip to you as proof of registration. All students should be on your roster, have an Add Slip, or computer printout receipt in order to attend class.

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

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

4. You may drop a student online at any time up to the 75% of the course. Students dropped after Census Day will not be receiving a reversal of fees or refund.

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 them 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. 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.
INSTRUCTOR’S RESPONSIBILITIES (continued)

E. INSTRUCTIONAL TIPS

Remember. . . .

Your job is to facilitate learning, not just to impart information. Lecturing may impart information, but it does not necessarily facilitate learning.

Learning can be facilitated by:
- student involvement in question and answer sessions
- Discussions
- group problem-solving
- Brainstorming
- Debating
- giving reports and summaries (written and oral)
- panel presentations
- role-playing
- 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. All the same, adjunct faculty at Cabrillo College don’t often get a chance to meet other teachers in their departments and compare teaching strategies. To address this problem, 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. You won’t know until you read on.

A. ABOUT COMMUNITY COLLEGE STUDENTS

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

As a teacher, you will have to come to terms with this supremely important fact about community college students: They are diverse, much more diverse than high school students you may have taught, more diverse, too, than students you’ve 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, and you will encounter students in their forties, fifties, sixties. You will encounter homemakers eager to return to the classroom but unsure of their abilities as students, and you will encounter ex-felons 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, devout “yahoos” who will work hard at benefiting zero from your class. 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 them. If you can appear to care --- and mean it --- you will bring out the best in your students, and in you, too. They will learn the most from you. They won’t all pass your class, but your success rate will be higher than if you did not appear to care.

We appreciate that this notion of “caring” borders on the cliché and is much overused and abused by just about everyone. All the same, research shows that students respond more readily to positive personality factors in a teacher than to the teacher’s perceived knowledge or intelligence. All of the advice given is aimed at creating a caring classroom atmosphere. That’s the common denominator that links English with Math with Welding with Anatomy with Philosophy, and that links 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 come off remote, too academic, lifeless and bloodless.

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

Now for that middle approach, the one that avoids the pitfalls of the two extremes:

<table>
<thead>
<tr>
<th>Pitching Too Low</th>
<th>Pitching Too High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td>Using too much slang of informal language during discussion.</td>
<td>Using to many arcane, ten-dollar, super-academic words and terms during lecture</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>Depending too much on Donahue type (everyone is right, everyone is entitled to his opinion) rap sessions.</td>
<td>Never allowing difference of opinion or giving students credit for deviating from the 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, typewritten writing which is devoid of personal reaction 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, professorial, all business, inhuman front and taking no excuse for missing class or not turning in a test or assignment</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td></td>
</tr>
<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

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

Being principled and consistent about attendance and deadlines, but also keeping in mind that students are human and have real-life problems, same as you. So you do entertain their reasonable excuses and reasons --- especially when students notify you in advance that they will miss class or can’t get papers in on time.

Teaching your discipline, its traditional content, scope, and feel; inviting students to respect your discipline for intrinsic reasons. But also pausing now and then to point out pop real-life applications. Just now and then.

D. THE THREE F’S OF THE SUCCESSFUL CLASSROOM

Abundant research shows that students learn best, learn most when the classroom atmosphere is friendly, fair yet firm -- which is 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 flunk anyone. All friendly means is that you really are on the side of students. It isn’t you vs. them. Or you win, they lose. Or they’re the enemy and you and your discipline the good guys.

You come off friendly when you smile now and then in class or you bother to 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.

You have to keep in mind that many of your students are scared to death. Many also have very low senses of self-esteem. They weren’t always good high school students, or they’ve been out of school for five or ten years, or they are taking a big plunge with your course --- and so they need the reassurance that being friendly conveys.

You don’t have to hold their hands or play psychologist. However, when you are perceived as on their side, you help allay students’ fears and build their confidence. You don’t wallow in their individual insecurities, but you do show that you are conscious of them. Again, pitching down the middle.
**BEST PROFESSIONAL PRACTICES (continued)**

**Fair:**

At the very least, being fair means that the ground rules of your course apply equally to all students. You don’t give any one group or gender or type of student special treatment. Nor do you 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 questions or at-home writing.

**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, you will, over the semesters, attract students who just want a good grade with the least output. So you are firm in insisting on standards, on right and wrong, on respect for the discipline.

**E. AND THE THREE E’S OF THE SUCCESSFUL CLASSROOM**

Research also supports the three E’s 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**

When you were a student you very well could have felt like one of the lowest life forms on earth, ranking somewhere between the swamp slug and a young Army recruit starting basic training. Perhaps your teacher made you feel like this. It’s common enough. After all, he knew it all and you knew nothing. You worked, worked, worked for him, night after night, exam after exam, perhaps also humiliation after humiliation.
BEST PROFESSIONAL PRACTICES (continued)

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:

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

- Sprinkle your criticism --- perhaps start it --- with a few words about what the student did well. If he didn’t especially do anything well, make something up anyway.
- Include concrete suggestions for improving the work.

Violating students’ anonymity. Students have a legal right to privacy, and you have to respect it. Appearing to pick on certain students. This can happen without your being aware of it, without your meaning to. A student looks a certain way, or seems to want to respond frequently, or you unconsciously make her a spokesman 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 division administrator 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. This dismays you. What can be done? Perhaps all you can do is 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 the number of students it started with.

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 and, possibly, to give advice about degree or career objectives pertaining to what you teach.

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 for nonacademic reasons than for academic, which means you shouldn’t always take drops personally. Nonacademic reasons for dropping include lack of money, divorce, job changes, confusion about life goals, faltering interest, failure of will, and good TV on the night of your class. But 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 appear --- and be willing --- to talk individually with students. Talk to them, one at a time, before class, during class, after class. Give the class at-desk assignments so you can pull students out one at a time and talk to them about their progress in the class.

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

These conferences really can work miracles, especially if you give students second 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 aren’t so good or why he/she hasn’t been turning in the work.
- Second, listen to the student and sort out apparently academic reasons from other reasons.
- Third, address the academic reasons as best you can. It’s okay to give banal, 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 frequently. The advice may be old hat to you but the student may very well not have considered it. Also, third, make sure students know about our auxiliary academic services --- the tutorial center, the writing lab, and of course the counseling office. Better yet, after class why not walk with 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 last week and check to see if he/she is doing something constructive this week.

Of course you’ve heard all of this before. The advice given here isn’t fancy or profound --- mainly it’s the display of caring, not so much the substance, which conveys to students that they have an ally in you.

Your division administrator will tell you if you have a disproportionate number of drops. If so, he/she may ask you to reconsider something --- your teaching style, your standards, 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 --- if that’s what you feel you must always do. As a teaching method, lectures may dominate what you do in class because of the nature of the discipline or your course. Demonstrations, prepared overhead transparencies and audiovisual presentations are time-tested alternative instructional techniques which help teachers maintain attention and interest.

In addition, we do ask you to consider how other methods of teaching present opportunities to put different spins on content and enliven your course.
BEST PROFESSIONAL PRACTICES (continued)

Class Discussions:

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

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 just plain people --- differ, why not open the class up for 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, you break the class up into small groups and assign each group a different topic. Of course, all topics are related to a larger unit or lesson. You circulate and prime pumps, check progress, appear interested, suggest alternatives. You never leave the room or sit at the desk and do something else.

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, and if you do value class discussion, use small-group discussion to get things moving. This method seldom fails.

These small-group discussions need not turn into fruitless rap sessions if you require each group to use the terminology and concepts you’ve established before, probably during lecture.

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:

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 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 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 actually vary what students learn --- students get to feel the elephant’s side, its legs, tusks, and trunk, and thereby put together a whole, 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 you cover differently, in a useful, qualitative sense.

Thus, we suggest you consider the advantages of being less hell-bent on covering X amount of material and more amenable to these multiple perspectives on the material that varied method produces.

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.
BEST PROFESSIONAL PRACTICES (continued)

Speech also fosters divergent learning, but in the classroom setting it’s hard to get everyone to speak, harder still to evaluate what 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. 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 look over, and evaluate, all student writing that is turned in.

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

I. 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 damn hard. The perceived need to sound formal and academic often produces stilted, stultified writing, and somehow the sense of a thesis escapes many student writers. And, of course, the grammar!

The problem stems from the fact that 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 read in their dreams.

Thus, many teachers despair of ever getting 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 what these affective --- in the realms 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.

Essay 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 have to determine your criteria for evaluation before you start reading, and of course you have to apply the criteria fairly and consistently to each exam.

In-class writing workshops:

Who says students must always write on their own? Why not make informal in-class writing assignments, then walk around, read over shoulders, answer questions, and simply provide feedback? Students gain confidence when you do this. They like writing better. Also, the writing will be much, 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.
**BEST PROFESSIONAL PRACTICES (continued)**

**Impressionistic writing, spontaneous writing:**

To repeat: Writing is hard, hard work. Remember how hard it was for you in college? And 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, 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, 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 certain 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 front 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 personalistic 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 do more good in the long run.
Personal Illness and Injury Leave

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.

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 prorate basis, just as it is earned, for time missed due to personal illness or injury (see Appendix A) 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. (Please go to on-line contract to review new Section 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.
Appendix A

Adjunct Faculty

Hours of sick leave to be deducted for each hour of class missed in the following:

<table>
<thead>
<tr>
<th>Lecture</th>
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<tr>
<td>Lab or studio art</td>
<td>0.75</td>
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<tr>
<td>Laboratory (as specified in 11.2.2.5)</td>
<td>0.80</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Nursing Clinic</td>
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<tr>
<td>Dental Hygiene Clinic</td>
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Appendix B

Contract Faculty

Hours of leave to be deducted for absences:

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<thead>
<tr>
<th>Hours of scheduled duties (including office hours)</th>
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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 the 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 will make field trip arrangements with the approval of their Division Administrator. 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.

1. Faculty will submit the class associated activity form to the Division Administrator at least 7 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.

2. Requests for college transportation will 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.

   a. 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.

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

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

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

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

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

   g. 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 from 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.

---

Appendix C
CABRILLO COLLEGE ABSENCE REPORT
ACADEMIC CONTRACT UNIT MEMBERS

NAME ______________________ SOCIAL SECURITY # ______________________

Absence Began ____________________ Absence Ended ____________________

Reason for Absence:

☐ Personal Illness ☐ Personal Necessity (Pre-approved) Specify ________________

☐ Bereavement (Specify Relationship) ________________________________

☐ Individual Responsibility (Specify Circumstances) ________________________

☐ Jury Duty ☐ Conference (District Approved)

Time Missed: DAY(S) ____________________

OR

**Hour(s) Missed: ____________ **Hour(s) Scheduled: ____________ = **Hour(s) Deducted: ____________

**Refer to table below

I certify that I was absent from duty for the reasons and for the length of time stated above.

Unit Member Signature Date __________________________ Division Chair Signature Date __________________________

**Hours of Scheduled Duties (Including Office Hours)

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</table>

For less than whole hours, use formula: Hours missed ÷ hours scheduled x 8 hours = Hours Deducted

(Please return to the payroll department)

(Posted ______________________)
(Cabrillo College Absence report 3699)
In accordance with the California Education Code Section 72640, it is the policy of Cabrillo.
Bookstore Services

1. The Bookstore will “special order” books not stocked for staff members or departments, feel free to call the book department at x5020 for assistance.
2. Faculty are eligible for educational discounts on computer software and Apple computers through the Bookstore.

Text Services

1. The book list is available at registration, through your department, on the web 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 8:00 a.m. to 6:30 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Fridays 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 x5756 or x5020, or stop by the store in person during business hours.
5. The text buyer, at x5756, 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 x5018 for assistance.

Helpful Hints for Ordering Textbooks

2. The Bookstore orders “optional” books at 10% of the estimated enrollment, unless otherwise requested.
3. Please consider book costs for students if you are ordering several books, or expensive books. 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 either x5756 or x5020.
4. 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.

5. List the contents of any package you wish to order and include the package’s ISBN number.

6. Use the Special Instruction/Comment section:
   i. If you require special assistance
   ii. Alert us to which book you require first
   iii. Advise us of any special instructions to your students, e.g., “Do not buy books before attending class.”
   iv. If you would like non-book supplies stocked

7. 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.

8. Use your publisher representative. This is your best source for special assistance. A rep’s salary is based on your orders.

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

The ‘Course Material Resource Guide’ is available from the Bookstore text department. This pamphlet includes a NACS directory of publishers and other course material related information.
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 9-911, then contact the Campus Sheriff’s Office at ext. 6313, and 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 the Student Center. If the student needs assistance to get to 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 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 the Aptos campus, the Watsonville 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 will make field trip arrangements with the approval of their Division Administrator. 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 will submit the class associated activity form to the Division Administrator at least 7 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.

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◊ **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 from 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.
In accordance with the California Education Code Section 72640, 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, geographic, 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 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.
REGISTRATION HAS FOUR PHASES:

1. Early telephone (HawkTalk) and online (WebAdvisor) registration for all courses.
2. In-person registration at the Watsonville Center and Aptos Campus.
3. Late registration in Bldg. 100 (Enrollment Services), Watsonville Center or Scotts Valley Center during the first two weeks of the semester for fall and spring. For summer and winter session late registration is only the first two days of the term.
4. Students may register for courses online and by telephone through the day before the course starts.

You can check the enrollment of your course section at http://www.cabrillo.edu
   • Click on WebAdvisor
   • Click on Faculty option

We will place an Admissions and Records memo and calendar in your mailbox in the Staff Lounge (Aptos), or the Watsonville Center or Scotts Valley Center offices, before your first class. Your online class roster will identify students registered in your course. The students, if any, on your waitlist will be listed on your online roster in chronological order. If you have space in the class, please give students Add Slips at the first class meeting starting with the first person on the waitlist.

You may add students to your full term courses during late registration by using the "Add Slip" procedure. Add Slips are available in the Staff Lounge, your division office, Admissions and Records Office, Scotts Valley and the Watsonville Centers, and may be picked up by instructors only. **Give the student a signed and dated add slip with the section number entered by you.** Signed blank add slips will not be accepted. Instruct the student to bring the Add Slip to Admissions & Records to register no later than the second week of the semester (Saturday, September 15, 2007 for fall or Saturday, February 23, 2008 for spring). Note: In spring, students have less than two full weeks to complete registration for full-term courses.

Short-term courses (less than 16 weeks) have short add deadlines. See your online roster for these deadlines.

Contact:
   Paula Macias, Admissions & Records Technician, 479-6242, pamacias@cabrillo.edu (Aptos)
   Luz Delia Torres, Admissions & Records Technician, 477-5132, lutorres@cabrillo.edu (Watsonville Center)
   Scott Trippel, Admissions & Records Evaluator, 477-3550, sctrippe@cabrillo.edu (Scotts Valley Center)
   Esperanza Nee, Interim Director, Admissions & Records, 479-6213, esnee@cabrillo.edu
Listed below are the class rosters we will send you during the semester:

- Census Report
- Last Withdrawal Report
- Grade Report / Column for Positive Hour Courses

Your online rosters will have important dates and deadlines. You should give the following information from your class roster to the students:

**FULL-TERM COURSES**

1. Deadline for registration or adding a class at Admissions and Records or the Watsonville Center:
   For full-term courses, the last day is the end of the second week of the semester
   *(Fall 2007: Saturday, September 15, 2007, Spring 2008: Saturday, February 23, 2008)*

2. Be sure to withdraw "no-show" and non-attending students at Census, so we do not inappropriately collect State funding. Submit your Census Reports online by the Deadline:
   - Fall, Sept. 17, 2007
   - Spring, Feb. 25, 2008

   Students dropped by you on the Census roster will not receive refunds or reversal of their charges.

3. Deadline for arranging "credit/no credit" with you:
   □ For full-term courses, fall is October 6, 2007; spring is March 15, 2008.

4. Last day for a student to withdraw with a "W." For full-time courses, fall deadline is November 24, 2007; spring is May 10, 2008.

   **NOTE:** You may not drop students after this time, for example, when you turn in your grade roster at the end of the term

5. 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."

**SHORT-TERM COURSES**

Each short course has its own deadline dates, which are different from those of full-term courses. Be sure to check the appropriate deadline dates on your WebAdvisor roster and inform your students.
IMPORTANT RECORDS TO KEEP

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 systems:

1. The **census method** requires taking enrollment during the week prior to census day. An online census report will be available for drops.

   **YOU MUST SUBMIT CENSUS BY THE DUE DATE**

2. The other method of attendance is the **positive-hour attendance method**. Positive-hour attendance 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.

Prior to finals, Admissions and Records will send you a preprinted final grade report with a column for positive hour courses. This lists the names of the students in your class, including dropped students, with spaces provided to indicate final grades and positive hours. **This must be completed and returned to Admissions and Records along with your official attendance records within 48 hours of the last class.** Please be sure to return grades and positive hours on time so that students’ grades and Cabrillo’s reports to the Chancellor’s Office will not be late.

LATE ADDS:

One of the problems we experience during grade collection is an instructor who wants to give a grade to a student who is not officially enrolled in the course. This should not happen. **After Census Day, instructors are not to allow any student who is not on the roster to continue attending class.**

Petitions will be accepted for extenuating circumstances only (i.e., death in the family, serious illness, etc). Supporting documentation must be included with the petition procedure for students who want to add a course after the deadline:

1. The student must file a late add petition with Admission and Records.
2. If the petition is approved, the course will be added to the student’s academic record.
3. The student must pay all fees for the course.
REINSTATMENTS

A reinstatement may be requested by the instructor if the instructor drops a student from a course in error at Census or Last Withdrawal.

Students who dropped themselves and later wish to continue in the class should be referred to the Office of Admissions & Records to petition for reinstatement, which will be granted only with the approval of the instructor.

Reinstates are to be completed prior to grade rosters being printed 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 reinstates must be submitted in writing and will be processed at the grade desk.

ALL REINSTATES MUST BE HANDLED AT THE GRADE DESK PRIOR TO GRADE ROSTERS BEING PRINTED
Petition to Repeat a Course

Name
Address
SSN/Student ID
Semester/Year

Petitioner's Name:

Signature:

Date:

Program:

Degree:

Petitioner's Name:

Signature:

Date:

Program:

Degree:

Petitioner's Name:

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REPETITION OF CLASSES

A. Except for the following specified cases, repetition of courses at Cabrillo College will not be allowed. One of the following conditions must be present for the repetition to be allowed.

1. Substandard Grades: A student may repeat a course in which a substandard grade was received. Substandard grade is defined as D, F or NC. Grades awarded for courses repeated under the above circumstances shall be entered on the student's record insuring a true and complete academic history and the previous grades and units will be disregarded in the computation of grade point averages. Students who need to repeat math courses more than twice should meet with a counselor. A course may be repeated only once without an approved petition to the Academic Council.

2. Satisfactory Grades: Under special circumstances, a student may request to repeat a course once for which a non-substandard grade has been recorded (a grade of A, B, C, or Credit). This repetition will be permitted with written permission of the Superintendent/President or his/her designee. Grades awarded for courses repeated under these conditions shall not be used in calculating a student's grade point average at Cabrillo College and will not be used by four-year colleges and universities to calculate the units or grade point average for admission purposes. Students may repeat courses for which they received non-substandard grades under the following circumstances:
   a. When a student's previous grade is, at least in part, the result of extenuating circumstances and if the student secures written permission to repeat the course from the affected division. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.
   b. There has been a significant lapse of time (two years) since the beginning of the last semester of enrollment in the course.
   c. When a student needs to update his/her knowledge of course material due to a significant lapse of time since the course was completed.
   d. When the course is required for recertification or relicensing every two to four years as determined by an outside agency.

3. Repeatable Courses: The college shall identify courses in the catalog that are repeatable up to a maximum of three times beyond the first enrollment based on the course differing each time it is offered. Students who repeat the course should gain an expanded educational experience for one of the following reasons:
   a. Active participatory experience in individual or group assignments is the basic means by which learning objective are obtained.
   b. Skills or proficiencies are enhanced by supervised repetition and practice within class periods. See course descriptions to determine transferability to UC and CSU.
   c. Course repetition limitations are applied per course in visual and performing arts disciplines if the course is in the transfer curriculum. For all other activity courses, the repetition limitation applies to the subject matter. (Extended repetition of certain music courses as designated in the catalog may be permitted for music majors.)

4. Section 504: Repetition is permitted to meet the requirements of section 504 of the 1973 Rehabilitation Act, 29, USC Section 794.

5. Credits from previously attended institutions: In determining how courses taken at previously attended colleges or universities will be used for an AA/AS degree at Cabrillo College, course repetition policies implemented by the previously attended institution will be honored. Students will not be allowed to earn unit or grade credit for a Cabrillo College course that is the same in content as a course taken at a previously attended college or university and for which the student has earned academic credit. Content equivalencies will be determined by the Cabrillo College Articulation Officer.

B. When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete record. Repeat policy—051804
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 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 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 1st 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.

Transferability of Special Studies courses is determined by individual evaluation by the transfer institution. See the Special Studies section of the catalog for more information.

Guidelines for Completing This Form:
Title 5 requires that educational materials in associate 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.

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

Other exercises may also be acceptable to the Curriculum Committee.
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
3) Enhances Faculty Enthusiasm Through Close Involvement in the Teaching of Such Students

Honors designated course work shall extend or deepen a student's knowledge of a particular field or shall permit a student 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 work in a course requires more intensive and/or extensive study. The instructor and student must agree in writing to this individual honors course work. Forms for Subject 22 and Honors Option are available in the Mailroom.

HONORS OPTION

The Honors Option is available at the instructor's discretion for all transfer courses and courses in occupational and technical degree programs. Students electing the Honors Option will complete an independent project in the subject matter of choice and provide a written and/or oral project report. This independent project is completed in addition to the regular course work required of all students enrolled in the class, and is the approximate equivalent of one additional unit.

Only outstanding, highly motivated students with a record of superior performance may take advantage of the Honors Option. The student is responsible for providing the instructor with appropriate records to support eligibility. An honors student is expected to consistently achieve at a high level in the regular requirements of the course.

The instructor and student must complete an Honors Option Agreement form, which includes a concise statement of the proposed project, a brief summary by the student upon completion of the project, and an evaluation of the project by the instructor and student. The completed and signed Honors Option Agreement is to be submitted to Admissions and Records along with the instructor's final grades. The designation "Honors" will be noted for the course on the student's transcript. Students who earn "honors" in four or more courses (either Honors Option or Honors Special Studies) spread over three or more disciplines may apply to the Honors Coordinator for "President's Scholar" honors. An overall GPA of 3.25 in 60 units or more, 80% of which are transferable, will also be required for this award.
Enrollment in PRECOLLEGIATE basic skills course work is limited to 30 semester units of instruction, except for students enrolled in English as a second language course, 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 of 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 Registrar who shall notify the student of the decision on the waiver.

3. Permission to waive the 30-unit limit will permit 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 Registrar shall refer the student to the appropriate adult education programs or community services.

7. A student may submit to the Registrar a petition for reinstatement upon the successful completion of course work 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 which will reasonably assure success in college level courses.
ATTENDANCE

A student is expected to be in attendance at all times in classes and laboratories. A student who has been absent because of illness should make personal contact with the instructor. An absence due to illness does not relieve the student of 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 one more than the number of hours the class meets per week in an average semester. This applies equally to day, evening, summer, and Saturday classes. Absence from class in excess of two weeks will constitute reason for an instructor to withdraw a student from a full-term course. It is the student’s responsibility to officially withdraw from classes. Failure to withdraw from classes may result in a failing grade.

ATTENDANCE AT FIRST CLASS MEETING

Students who do not attend the first class meeting may be dropped and their seats filled by other students. Students should not, however, assume they will be dropped. It is the student's responsibility to officially withdraw from a course through the Admissions and Records office. In order to receive a refund, a student must drop the class on HawkTalk or WebAdvisor prior to the refund deadline. (For short term classes, this is the first day of classes.) 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.
INSUFFICIENT PREPARATION

Instructors have the prerogative to drop from a class any student who, at any time within the first five weeks of the semester, demonstrates that he/she has insufficient preparation for the subject/content of the course.

UNSATISFACTORY PERFORMANCE

When a student persistently neglects class assignments or is habitually absent, the instructor may request the Admissions and Records office to withdraw the student from the class and record an assigned grade to the permanent record.

Final Examinations

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

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 Vice President, Instruction, 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.
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.
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

The operational hub of extracurricular student activities on campus is the Student Affairs Office. Its staff is equipped to assist individual students and student groups in coordinating activities. Located in the Student Center Building (Bldg. 900, phone: 479-6378), this office offers a wide range of activities, events, services, and programs which include but are not limited to the following: Student Club information, ASCC Student Senate, social and educational programming, leadership development opportunities, flyer and poster approval, housing board, bus pass information, and student related campus information center.

DISRUPTIVE BEHAVIOR

Disruptive behavior should not be tolerated. See the student Rights and Responsibilities Handbook for procedures involving disruptive behavior. Forms to report incidences can be obtained either through the Student Services website or the “Student Rights and Responsibilities” handbook. A Flex Activity is scheduled at the beginning of each academic semester to walk faculty through the disruptive behavior reporting process. For very serious incidents jeopardizing the safety of students and faculty, call 911 immediately. Further questions can be directed to the Dean of Student Services, Sesario R. Escoto. He can be reached at x6525.

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:
STUDENT SERVICES (continued)
COUNSELING (continued)

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 (TAA's) for U.C. Santa Cruz, U.C. Davis, San Jose State, San Francisco State, Sacramento State, CSU Monterey Bay, and Santa Clara University
- 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 CENTER

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. Health Center 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/studserv/Healthserv. 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, and also from the 2007-2008 Catalog, page 32.

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 Tootie Olsen at 479-5730 or e-mail her at toolsen@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. Interested students may contact the EOPS Office, room 907 and 910 or call 479-6305 for more information.

CAREER PLANNING  

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.

The Career Planning Center is located in Room 806. For more information or to set up an appointment call 479-6226.

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 Center at 479-6413.

The Student Employment Center 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 Planning Center, Office of Student Financial Assistance, and the Cooperative Work Experience Program.
WORK EXPERIENCE EDUCATION
Leslie Read: CWEE Program Coordinator 477-5650 leread@cabrillo.edu Room 2100B

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 a 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, Room 804, 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 offers 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 in Room 810: 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: 479-6379, Alta: 479-6370 or 479-6421 (TTY); Fax 479-6393.

FAST TRACK TO WORK PROGRAM

The Fast Track To Work program provides supportive services to students receiving CalWORKs or unemployment funds, helping students to get on a career track that will lead to a family-supporting income. Fast Track’s services may include orientation to the college, money for child care, work study jobs, academic and personal counseling, peer support, resource and referral information, work readiness classes, liaison with county offices, a friendly place to relax, and a mentoring program for graduating students to help them in their new careers.

Location: Room 802
Open: Monday - Thursday 8:30AM– 5:00PM
       Friday 8:30AM– 12:00PM
Staff: Dena Taylor, Program Manager
      Catherine Lachance, Services Coordinator
    Phone: (831) 479-6344
    Claire Rubach, Academic Counselor
    Alicia Hernandez, Program Specialist
STUDENT SERVICES (continued)

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 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. For more information, visit the Cabrillo Transfer Center in Building 100, or call 479-6385. Hours: Monday through Friday, 8 a.m. to 5 p.m.
STUDENT SERVICES (continued)

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.

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.

Telephone: (831) 425-0622
Fax: (831) 425-0223

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 decisions 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.
MATH LEARNING CENTER

The Math Learning Center 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 www.cabrillo.edu/divisions/mse/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 so students may enroll at any time during the semester. Reading classes are provided at the Aptos and Watsonville Campuses.

TUTORIAL PROGRAM

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

Tutoring is available on an appointment basis (2 hrs/week per class, if possible) for students in the following programs: EOPS, DSPS and students in certain vocational programs with a referral from an instructor.

Please call for a list of available courses.

Location: Upstairs in the Learning Resource Center across from the writing center, Room 1080.

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<thead>
<tr>
<th>Hours</th>
<th>Monday:</th>
<th>8:00AM-5:00PM</th>
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<td>Tuesday, Wednesday, Thursday:</td>
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<td>Friday:</td>
<td>8:00AM-4:00PM</td>
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For more information, contact Helene Simkin Jara, Tutorial Coordinator (479-6470), or Steve Pluhacek, Laboratory Instructional Assistant (479-6126).
STUDENT SERVICES (continued)

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.

* 9 PC and 4 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!
http://www.cabrillo.edu/studserv/studoplab.html

Computer Technology Center Hours:

**Aptos:**
- Monday-Thursday: 8:30 AM-9:45 PM
- Friday: 9:00 AM-Noon
- Saturday: 9:00 AM-4:45 PM
- Sunday: 12:00 N-4:45 PM

**Watsonville:**
- Monday-Thursday: 9:00 AM-8:00 PM
- Friday: 1:00 PM-4:00 PM
- Saturday: 9:00 AM-4:00 PM
The Robert E. Swenson Library plays a central role in the use of information resources at Cabrillo. 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. Approximately 75,000 (print books including 1600,000 electronic books and videos) 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, Health Reference Center, Literature Resource Center, National Newspapers 5, Historical New York Times, Britannica Online, AccessScience, ArtStor, Grove Dictionary of Music, Grove Dictionary of Art, Rand California, CountryWatch, CQ researcher, the Oxford English Dictionary. There are over 3,000 video/DVD titles. Smooth access to all of the resources is available from any one of the more than 45 workstations in the Reference area of the library. Remote access to electronic resources is also available.

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.

**Services**

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

- 10% of the tables and carrels high enough for wheelchair comfort;
- Two Internet access workstations equipped with “JAWS” software which reads screens aloud and Zoomtext which enlarges print;
- A CCTV enlarging reader
- A wheelchair height section of the main circulation desk.
LIBRARY (continued)

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. The library's 25 workstation classroom provides a unique opportunity for a hands on experience with course related online information resources. Please call a librarian for scheduling a session.

COLLECTION DEVELOPMENT

Faculty are encouraged to contact and work with liaison librarians for the purpose of selecting print, video, and software 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://libwww.cabrillo.edu/about/cd-facts.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 (e.g., two hours at a time; overnight only.) Allow two full workdays for the library to process Reserve materials and make them available for the student body. Please place Library-owned videos and books on reserve before announcing it to a class.

SERVICES FOR REMOTE USERS

Fulltext 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 fulltext resources from home. Library users are able to apply for a library card online, view 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. The Inter-Library Loan service at Cabrillo library will also borrow UCSC books 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 that provide to students and staff:

- Curriculum support
- General information
- Personal and recreational reading
- Materials for professional growth
- Cultural enrichment

The selection and retention of learning resource materials is the responsibility of the College Librarian, with the approval of the President/Superintendent under authorization of the Governing Board. The College Librarian will be aided by the faculty, administration, staff and students in determining items for addition to and deletion from the collections.

INDIVIDUALIZED LEARNING

A variety of individualized learning programs are available for students. The Library in Building 1000 has Macintosh and PC computers which can deliver credit-bearing courses. 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)479-6159
- Reading Center, room 1063: (831)479-6573
- Writing Center, room 1059: (831)479-6184
INFORMATION TECHNOLOGY

The Information Technology 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.

HELP DESK SERVICE

The best way to get "help" for all technology-related problems (computer, phone, audio-visual, media) is from the department's Internet location address. To request service, simply type the word "help" in the "Netsite" window of your internet browser and hit the "enter" key. Fill in all the on-screen forms and select the "submit" button. Although this web site is still in the development stage, it has become the very best way to make requests of Information Technology.

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; 4) the type of computer you use (PC of Mac).

COMPUTER ACCESS FOR NEW EMPLOYEES

Access to campus network, e-mail address and log-in to campus network is available for all faculty (contract and adjunct) and well as all classified staff. The appropriate form requesting addition, deletion or change to computing service may be found on line at the HELP Desk web page http://www.cabrillo.edu/help.

TELEPHONE SERVICE REQUESTS

Telephone services 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 Administrator, or other appropriate administrator). The request forms are available On line at the HELP Desk web page http://www.cabrillo.edu/help.

MEDIA SERVICE REQUESTS

Requests for media services are also made over the HELP web site or by calling x 6392. It is recommended that on-going 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 speak to media services technicians regarding the transfer of these films to video tape. We are trying to phase out films.

Please contact the HELP desk immediately for any media service equipment that may need repair.
SERVICES AVAILABLE TO THE FACULTY  (continued)

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). Computing Resources budget does not allow for the funding of new computers or upgrades to existing computing equipment or software. Computing Resources will provide recommendations for hardware specifications and for appropriate vendors to purchase this type of equipment. Please inform/discuss/review all technology purchases with Ray Rider (x6577) for approval. Check out the purchasing web page, http://www.cabrillo.edu/busserv/purchasing/, for recommendations on hardware vendors, products and prices. For assistance with technology choices, contact Ray Rider. They can assist with recommendations for approved hardware and software solutions, as well as multimedia products.

TEACHING & LEARNING CENTER

The Teaching & Learning Center 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 support on 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 8:00-5:00pm. http://www.cabrillo.edu/services/tlc

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 (r. 1095), at Extension 6191.

In most cases, the results may be obtained in less than 15 minutes. Even if the number of response forms were in the order of 100, the results may be obtained within 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 and receive support in learning the realities of development in a complex world. Our families and staff represent a diverse range of families, cultures, ethnicities, languages, and economic status.

The center has five classrooms with differing age groups and schedules, and is open five days per week operating on the college calendar. Children range in age from 5 months to 5 years. Full day, half day and partial day schedules are available two, three and 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.

FOOD SERVICES

Located in the Student Center, the college operates a cafeteria and an espresso bar, Grinds & Rinds. The cafeteria serves a complete selection of menu items, while Grinds and Rinds serves specialty coffee beverages and fruit smoothies.

The Food Service department also operates two smaller food service facilities on campus, The Gazebo and The Coffee Break, both offering drinks from an espresso bar 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 in the patio between the 1330 and 1440 buildings on lower campus.

Catering services are also available for on-campus events Monday-Friday. Contact Summy Shim, manager at extension or 6529 for more information.
DUPLICATION POLICIES AND GUIDELINES

- Please fill out and submit a Duplications Request form on ALL requests. Jobs over 25 pages in length are considered READERS. Please see the Reader section for more details.
- On E-job requests be sure to give instructions in the body of the e-mail.

DUPLICATION REQUEST FORMS

- Duplication Request Forms are located in the staff lounge, or in Duplications (Room 2551). Jobs submitted without request forms will be returned to the submitter.
- 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) as specific as possible about due date and time.
- Completed request forms may be placed into the Duplications’ mailbox in the staff lounge, or brought directly to Duplications. For your convenience, there is a slot beside the double doors for after hour’s submissions (across the breezeway from the Business Office).
- Depending upon your indication on the request form, your work will be delivered to the staff lounge or kept in Duplications. If the delivery location is not indicated, the work will be delivered to the staff lounge.
- To keep your work under tighter control, please pick up completed work in Duplications, room 2551.
- A completion notice will be placed on/in your mailbox. Depending on the size of the request, work delivered to the staff lounge will be placed in your mailbox, below your mailbox, or in the island cupboards. (The island cupboards are located in the center of the mailbox area with a paper recycling hole in the countertop. There is a cupboard at each end.)
- Copying can be done digitally. You can attach a job to e-mail and send it to DaBoscar@cabrillo.edu, bring in a 3.5 floppy, or a cd. Pdf, ps, ascii, tiff, and other file extensions are acceptable. If you are in doubt, call Dani who will test your document.

READERS

- All reader requests must be accompanied with a Duplications Request Form. They are located in the staff lounge, or in Duplications. Readers are jobs consisting of 25 pages or more in length.
- Departments will be charged for readers that are not sold through the campus Bookstore. It is necessary to write a budget number onto the work order. The request will not be processed until a budget number is provided.
- Charges will be made for obsolete copies of readers returned from the Bookstore.
- Copyrighted material WILL NOT be duplicated for sale without written authorization from the copyright holder. Please see the copyright laws that are attached.
- 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 now being completed in Duplications. 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 is no copier in Duplications for personal use.
- 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 attached federal copyright guidelines.
- 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. If these will not meet your needs you may purchase your own stock, but please call to verify the run-ability of this stock with us.
- Requests of 25 pages or more are considered readers. See the Reader Request Form section for more information.

TIME LINE

- There is a 48-hour lead-time for standard work requests (i.e., handouts, tests, articles, etc.). Please call Duplication staff for large or special requests.
- During peak times (beginning and end of each semester) there is a 1-week lead-time.
- Readers need to be submitted by:
  - December 1st for the Spring Semester (This may change due to the 4-1-4 calendar)
  - May 1st for the Summer Session
  - June 1st for the Fall Semester
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 20 lb. paper for best quality copies.
• Leave at least ¼” 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 check with me.

Duplication’s Personnel: Dani Telephone: ext. 6488
E-mail: daboscar@cabrillo.edu
Location: Room 2551 (Across the breezeway from the Business Office.)
COPYRIGHT

Cabrillo College recognizes the importance of providing appropriate print, nonprint, 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, nonprint, 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, 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 of brevity and spontaneity as defined below; and,
- Meets the cumulative effect test as defined below; and
- 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 not 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.
COPYRIGHT FAIR-USE GUIDELINES (continued)

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 AS 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 therefrom 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 the 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 the photocopying.
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 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

**TB Tests Administered:** Monday and Tuesday, 9:00 a.m.-1:00 p.m.

**TB Tests Read** Wednesday and Thursday: Between 48 and 72 hours after test administration

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 10:00 a.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 fingerprint appointments operator is normally scheduled as follows:

Monday through Friday, 9:00 a.m. – 12:00 noon and 1:00 p.m. – 4:30 p.m.

Please call the Cabrillo Sheriff’s Office in advance at (831) 479-6314 to be certain the Live Scan operator is on duty. *The 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 bus pass or 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. Have the Sheriff’s office send your photo to HR, or bring your instamatic photo with you to the Human Resources department in building 900 at your earliest convenience to have your card processed.
ORIGINAL SOCIAL SECURITY CARD
You must bring in an original social security card to the Human Resources department in order to have your paycheck processed and released. This is a requirement of the Santa Cruz County Office of Education (COE), who provides payroll services for Cabrillo College. If you do not have a card, you will need to apply immediately for a replacement card at a Social Security Administration office. The closest offices to Cabrillo are on Walnut Street in Santa Cruz, and on Main Street in Watsonville.

ELIGIBILITY TO WORK IN THE UNITED STATES (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 identity and employment eligibility. Generally, a photo driver’s license or passport and a social security card are the usual documents that 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), 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, 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. Payroll papers not turned in by the assigned deadlines will cause your payment to be delayed. You may arrange with the Payroll Office to have your check mailed. Direct deposit for payroll checks is available to full time faculty only. Any specific questions about your paycheck should be directed to the Payroll Office at (831) 479-6386.

COLLECTIVE BARGAINING AGREEMENTS
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 Friday, from 8:00 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 909-M)) 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.
Business calls 479-6313
Monday - Friday 8:00am–5:00pm

Non-emergency deputy response 477-1121

Aptos Campus: On Duty Deputy Cell Phone 212-8464
Monday-Sunday 7:00am–12:00am

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

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 County Communications Center by dialing 911. They will dispatch the proper agencies (Fire Department, Ambulance, or Campus Sheriff's Office)
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, and one from the Library. A President, President Elect, and six senators shall be elected by the faculty at large. There will also be a nonvoting student representative selected by the Student Senate.

**Article IV: Officers**

**Section 1:** A new President of the Faculty Senate shall appoint a Vice President for the first year of the term, Secretary, and Treasurer. The officers must be senators serving valid terms.

**Section 2:** The President of the Faculty Senate, Vice President for the first year and President Elect for the second year, 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 terms of the President, Vice President and President Elect shall begin on the first day of the calendar year.

Section 2: Elections for President, President Elect, and Senators At Large shall be held at the end of the fall semester. Three of the Senators shall be elected each spring, 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 and Senate President Elect elected 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.

Proposed changes to the constitution, August, 1995.
Changes to the Constitution ratified by Faculty, Spring, 1999
Corrected 6/1/00
ARTICLE I: POWERS AND RESPONSIBILITIES

Section 1: The Senate shall have the power to review and recommend to the President of the College or to his/her representative with respect to the following:

Clause 1. Any matter involving the educational program of the college.

Clause 2. Policy regarding appointments, status, and assignments of teaching faculty members and other certificated personnel.

Clause 3. Criteria for the establishment and discontinuance of divisions and departments.

Clause 4. General policy regarding student affairs and activities.

*Clause 5. re:1725

Section 2: The Senate shall participate in the formulation of certificated personnel policy including, but not limited to, policies concerning leaves, tenure, and professional advancement.

Section 3: The Senate may act or may vote to act as a consulting body to the administration of the college in matters affecting the welfare of the faculty and student body of the college.

ARTICLE II: DUTIES OF FACULTY SENATE OFFICERS

Section 1: Duties of the Faculty Senate President

Clause 1. The President of the Faculty Senate shall preside at all meetings of the faculty and Senate and Senate-sponsored faculty meetings.

Clause 2. The President or designee, shall relay to the administration the views of the faculty on any relevant matter when directed to do so by the Faculty Senate.

Clause 3. The President or designee, when directed to do so by the Faculty Senate, shall present the views and/or recommendations of the faculty to the Governing Board subject to the following conditions:

(a) The Senate shall consult with the administration before requesting an appearance before the Governing Board.

(b) The Governing Board shall grant its permission before receiving an oral presentation. (Section 131.6, Title V, California Administrative Code)
Clause 4. The President or designee shall represent the faculty at all regularly scheduled meetings of the College Council.

Clause 5. The President or designee shall attend the monthly meeting of the Governing Board.

Clause 6. The President or designee shall attend the regularly scheduled meetings of the Division Chair Council.

Clause 7. The presiding officer at meetings of the faculty and/or Senate shall have the right to vote upon motions brought before either of these bodies when his/her vote would change the result. Thus, he/she may vote either to make or to break a tie vote, or to make or to prevent a two-thirds vote on questions requiring a two-thirds vote for passage.

Clause 8. The Faculty Senate President shall organize Faculty Senate and Executive Committee meetings including:

- Prepare agendas
- Review Minutes of previous meetings and coordinate the typing and dissemination of this information to Senators.
- Compile any background information needed for clarification of agenda items.
- Contact any resource speakers who need to attend Senate meetings for informational purposes.

Clause 9. The President shall nominate all faculty appointments, with approval by the Faculty Senate, to college governance committees.

Clause 10. The President or designee shall represent the Faculty Senate at the state and regional meetings of the Academic Senate for California Community Colleges.

Clause 11. The President shall direct the overall operation of the Senate and Senate office, and authorize the expenditure of Senate funds.

Clause 12. The President shall review minutes of other governance committees and articulate Senate positions and concerns where appropriate.

Clause 13. The President shall read and keep abreast of, and be conversant about the myriad of information of concern to the Senate, including:

- AB 1725 and Title 5 legislation and updates,
- Other current legislation,
- Statewide Senate position papers, resolutions, and current information,
- Materials from the California State Chancellor's Office, State standards, matriculation, curriculum, staff development, etc.
Clause 14. The President shall participate with the Vice President of Instruction and the appropriate division chairperson or department chairperson to review and approve or deny equivalencies to minimum qualifications.

Clause 15. The President shall coordinate with the Vice President of Instruction Faculty Senate participation in the college staffing priority process.

Section 2: Duties of Faculty Senate Vice-President/President Elect

Clause 1. The Vice-President/President Elect shall serve as the presiding officer at the faculty and Senate meetings in the absence of the President and shall assist the President in the performance of his/her duties and responsibilities.

Clause 2. The Vice President/President Elect shall succeed and fulfill the office of President for the remainder of the unexpired term in the event that office becomes vacant.

Clause 3. The Vice President/President Elect shall act as parliamentarian at all meetings of the Senate.

Clause 4. The Vice President/President Elect shall maintain an up to date listing of current Senate subcommittees and faculty representatives on all college governance committees.

Clause 5. The Vice President/President Elect shall sit as a member of and regularly attend meetings of faculty Senate and Senate Executive Committee.

Clause 6. The Vice President/President Elect shall attend the State Senate summer leadership conference and the fall and spring sessions.

Clause 7. The Vice President/President Elect shall closely work with the President to learn the workings of that office.

Clause 8. The Vice President/President Elect shall serve as a member of the Executive Committee, College Planning Council, and other governance committees at the direction of the Senate President and the Faculty Senate.

Clause 9. The Vice President/President Elect shall aid in drafting position papers, resolutions, and letters.
Section 3: Duties of Faculty Senate Secretary

Clause 1. The Secretary of the Senate shall be responsible for insuring that the minutes of all faculty and Faculty Senate meetings are recorded, published and distributed.

Clause 2. The Secretary shall be responsible for Faculty Senate correspondence, and also for insuring that all amendments to the Constitution and Bylaws are promptly and properly recorded and that an up-to-date copy of the Constitution and Bylaws is available to the Senate.

Clause 3. The Secretary will be responsible for maintaining the mailroom Faculty Senate Bulletin Board and the Senate Web Page.

Section 4: Duties of Faculty Senate Treasurer

Clause 1. The Treasurer shall be responsible for the collection of Faculty Senate dues and the disbursements of Faculty Senate monies.

Clause 2. The Treasurer will periodically review expenditures of the Senate and provide the Faculty Senate with regular written reports on the on the state of the Treasury.

Clause 3. The Treasurer will balance the budget of the Senate and bank account(s).

Clause 4. The Treasurer will maintain all post financial reports and information.

Section 5: Immediate Past President (or Past President, or an active appropriate faculty as designee)

Clause 1. The Immediate Past President shall serve as an ex-officio member of the Senate.

Clause 2. The Immediate Past President shall serve as a member of the Executive committee for the year immediately following his/her presidency.

Clause 3. The Immediate Past President shall provide the Senate with a historical perspective when such information is appropriate an/or solicited.
ARTICLE III: MEMBERSHIP

Section 1: Each division is entitled to one Senator. Any division desiring to do so may elect one of its members who may serve as that division's Senator in the absence of its regularly elected one.

Section 2: The number of at-large Senators shall be six. Three shall be elected in October of each year. Their terms begin the following January.

Section 3: "Faculty" shall be defined as those employees of a community college district who are employed in positions that are not designed as supervisory management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Title 1 of the Government Code and for which minimum qualifications for hire have been specified in the regulations of the board of governors adopted pursuant to subdivision (a) of Section 87356. Faculty include, but are not limited to: instructors, librarians, counselors, community college health services professionals, handicapped student programs and services professionals, extended opportunity programs services professionals, and individuals employed to perform a service that before July 1, 1990 required non-supervisorial, non-management and certification qualifications.

ARTICLE IV: ELECTION PROCEDURES

Section 1: At-large vacancies: If the resignation of an at-large Senator is accepted by the Senate within 105 Teaching days of the expiration date of that Senator's term of office, the President of the Senate, with the advice and consent of the Senate, shall appoint a faculty member to serve as at-large Senator for the balance of the term. Otherwise, when an at-large seat is to be filled, the President of the Senate shall designate a Senator as election official who shall conduct the election according to the following clauses:

Clause 1. The Senator designated as election official will distribute a note of an at-large Senate election to all full-time faculty members stating (a) nominations are open, and (b) the number of seats to be filled. It will have a space where the Faculty members may nominate themselves. Faculty members may nominate one person for each seat up for election. The following statement will be on the nomination form: "I have contacted the person or persons nominated above and have ascertained that the nominee(s) has consented to be nominated, are willing to serve if elected, and are not planning to be on leave during the term of office." This form must be signed by the nominator.
Clause 2. The election official will set a limit of two weeks, giving a date and the time 4:00 p.m. At the end of this period an alphabetical list of the nominees will be posted in the Faculty mail room and distributed to the faculty. Attached to this list will be another nomination form which will indicate that the nominations will be open for one more week, again designating the date and the time of 4:00 p.m. at the end of which nominations will be closed. The election official will then prepare a ballot containing all the nominees listed alphabetically.

Clause 3. When the number of names on the ballot is greater than twice the number of seats to be filled, he/she shall place on the ballot instructions for voters to vote for not more than twice the number of seats to be filled. When the number of names on a ballot is equal to, or less than twice the number of seats to be filled, he/she shall place on the ballot instructions for voters to vote for not more than the number of seats to be filled.

Clause 4. Before 9 a.m. on the day voting is to begin, he/she shall place one ballot in the mail box of each faculty member, and he/she shall place a ballot box on the mailroom table. He/she shall then destroy all ballots prepared but not distributed.

Clause 5. At the exact time of the closing of the polls, which shall be no sooner than 4:00 p.m. of the second teaching day following the day voting begins, he/she shall open the ballot box. He/she shall then verify the returns, and post the results on the mailroom wall.

Clause 6. He/she shall declare as void ballots on which the number of names voted for is more than the number allowed.

Clause 7. He/she shall prepare a second ballot on which will be listed, in an order determined by lot, names of those members of the faculty receiving the highest number of votes on the first ballot. The names to be listed shall be the minimum number of names whose votes total more than half the votes cast, unless there is a tie for the last place, in which case all those involved in the tie shall also be listed.

Clause 8. He/she shall schedule voting on the second ballot to begin within five teaching days of the time of the closing of the polls on the first ballot. The period of voting shall be described in Clauses 4 and 5.

Clause 9. Following the procedure described in Clauses 2 through 8, he/she shall prepare as many subsequent ballots as necessary to elect the Senators.

Clause 10. When the number of names on a ballot whose total vote is greater than half the votes cast is equal or less than the number of seats to be filled, he/she declares those faculty members elected. If the number is less than the number of seats to be filled, all the other names on the ballot shall be placed on the next ballot, and the process continued until the remaining seats have been filled.
Clause 11. He/she shall notify the winning candidates in writing of their election, and he/she shall report the election results to the Senate.

Clause 12. He/she shall preserve all ballots for at least one year after the election.

Section 2: The same nominating and balloting procedures described in Article IV, Section I of these Bylaws used for the election of at-large Senators will be used for the election of the President Elect or President if he/she seeks a second term. The process will be initiated on the Monday of the sixth week of the Fall semester of each Senate Presidential election year. The final ballot will be completed on or before the first Monday in the month of November.

Clause 1. From the date elected until the time office is taken on January 2 of the subsequent year, the President elect will sit in on all Senate meetings, and attend all the meetings which the President regularly attends.

Clause 2. Section 1, Clauses 11 and 12 of this Article will apply to the election of the Senate President Elect or Senate President. The President Elect shall be compensated for one year (Spring and Fall semesters) by 5 units per semester of reassign time during the President's second year of his/her term.

Clause 3. The Faculty Senate President shall be compensated by one-half reassigned time during fall and spring semester. In addition, the Faculty Senate President shall be compensated for Senate responsibilities during the summer by a three unit special contract stipend. Except for this stipend it is the intent of this compensation commitment to give time, not money to the Senate President. Therefore, if the President must teach slightly over a one-half load in one semester he or she must teach under a one-half load by the same number of units during the following (or preceding) semester. In extreme cases where the above situation cannot satisfactorily be scheduled, the President shall be reimbursed at the part-time unit rate for the difference between the President's actual assignment and one-half assignment. In any case, the Senate must approve the class load and compensation commitment made to the Senate President by a simple majority.

Clause 4. The Faculty Senate will fund that portion of the President's released time and stipend which is not funded by the district.

Clause 5. During the Senate President's first year in office, a Vice President shall be appointed from within the Senate membership for one year and shall be granted 5 units of reassign time per semester.
ARTICLE V: TERM OF OFFICE, VACANCIES, RESIGNATION, AND RECALL

Section 1: No senator may serve more than two consecutive two-year terms. He/she may again become eligible for election after an interval of one year.

Section 2: Vacancies in an unexpired term or terms shall be announced by the Senate and provisions to fill said vacancy will be those specified in Article IV of these Bylaws. The Senate vacancy must be filled within 20 teaching days following the announcement of vacancy.

Section 3: Senate resignations must be submitted in writing and become final only when accepted by a majority vote of the Senate.

Section 4: If the Senate Presidency is vacated in mid-term, the Senate shall immediately elect another Senate President by secret ballot. If the President Elect office is vacated before he/she becomes President, or if the current President seeks reelection, a special presidential election will be held.

Section 5: On the written petition of ten or more faculty members, an at-large Senator may be removed from office by a two-thirds vote of the electorate in a special recall election.

Section 6: A division Senator may be removed from office on the signed petition of two-thirds of the members of his division. The petition must be filed with the President of the Senate in order to effect removal.

Section 7: When a new division is formed, the Faculty Senate shall determine the length of the first term of office for that division's senator. This term shall be for no less than one and one half years and no more than two and one half years. The second term and all terms thereafter shall be for two years.

ARTICLE VI: MEETINGS

Section 1: At the start of each semester, the President of the Senate shall schedule as many regular meetings of the Senate as necessary to conduct the business of the Senate.

Section 2: The President of the Senate may call special meetings of the Senate. He/she shall call a special meeting of the Senate if asked to do so by four or more Senators.

Section 3: The President of the Senate shall call a special meeting of the faculty on petition of 10 percent or more of the electorate (Article VI, Section 3, Faculty Senate Constitution).
ARTICLE VII: STANDING COMMITTEES

Section 1: General Provisions for Standing Committees

Clause 1. Any member of the Faculty of Cabrillo College shall be eligible for appointment to membership on the standing committees of the Faculty Senate.

Clause 2. All standing committee chairpersons are appointed by the Faculty Senate President with the approval of the majority of the Senate present and voting to serve for a term of one (1) year or to finish out an unexpired term. The Faculty Senator appointed to chair a standing committee shall serve as liaison between his/her committee and the Faculty Senate and shall make committee reports to the Senate as directed by the President.

Clause 3. Standing committees may appoint sub-committees to study particular areas of policy formulation and to collect data. The chairperson of each subcommittee must be a regularly appointed member of the standing committee.

Clause 4. Subcommittees may include resource persons from outside the certificated staff.

Clause 5. The inclusion of regularly enrolled students on standing committees and subcommittees shall be at the discretion of the Faculty Senate with the advice of the chairpeople of the committees involved. The rights and responsibilities of students appointed to Senate committees shall be at the discretion of the committee chairperson subject to review by the Senate.

Clause 6. All committee reports shall be submitted to the Senate for ratification, amendment or rejection, followed by appropriate action.

Clause 7. Committee chairpersons shall annually appoint the members of their respective committees, unless memberships are specifically provided by these Bylaws.

Clause 8. The President of the Faculty Senate shall be an ex-officio member of all Senate Committees.

Clause 9. The Chairperson of a Senate Committee shall have the right to vote upon motions brought before his/her committee when his/her vote would change the result. Thus, he/she may vote either to make or break a tie vote or to make or prevent a two-thirds vote on questions requiring a two-thirds vote for passage.
Section 2: Academic Council. The chairperson of the Academic Council and committee members shall act on matters which affect academic standards, grading practices, probation, readmission and other special considerations dealing with academic problems. The committee shall include the Administrative Dean of Student Services, two counselors or advisors, one member from each division, three regularly enrolled students, and such other members as the chairperson feels necessary to conduct committee business.

Section 3: Curriculum Committee.

Procedures of Operation

1. All procedures of the Curriculum Committee shall be in accordance with Robert's Rules of Order.

2. All course descriptions, deletions, inactivations, curriculum catalog changes, and renumbering will be presented to the Curriculum Committee for approval. Courses brought out of the inactive file and replaced on active status require only that the division notify the Curriculum committee and the Vice President, Instruction.

3. All new courses, curriculum, and unit changes will be initiated on a provisional status by the divisions and submitted to the Vice-President-Instruction for verification of the subject matter and presentation to the Board of Trustees for approval. At the end of one year, all changes will be presented to the Curriculum Committee for approval at which time the Committee may approve or deny the changes or extend provisional status for one year. At the end of this one year extension of provisional status, the course must either be approved or disapproved by the Curriculum Committee unless extenuating circumstances justify further extension of the provisional status by the Curriculum Committee.

4. All courses presented to the Curriculum Committee will be accompanied by an outline, time allocation, bibliography, and an evaluation of the course by division.

5. All new programs must initially be approved by the Curriculum Committee.

6. All proposed courses initially approved by the divisions shall be submitted by the Vice-President-Instruction to the President of the College for presentation to the Board of Trustees, and the Board of Governors of the Community Colleges.
Standards of Evaluation
The following standards will serve as guidelines for evaluating courses presented to the Curriculum Committee:

1. Occupational needs within the community.
2. Capital and instruction costs.
3. Availability of faculty.
4. Courses within the catalog that are supportive or duplicative of the courses presented.
5. Student interest.
6. Relationship to curricular patterns.
7. Functional needs of the course.

Methods of Implementation
The Vice-President/Instruction will meet or confer with divisions regarding the details of including the proposed courses in the catalog. A summary of all proposals will be prepared for Board Action and distributed to members of the Curriculum Committee and the Faculty Senate and included in the catalog. All items will be returned to the Curriculum Committee for final approval at the end of the provisionary period. The chairperson of the Curriculum Committee will be appointed by the President of the Faculty Senate but need not be a senator. The committee shall include as members, the Division Chairpersons, the Two (2) Instructional Deans, the Vice-President/Instruction, the College Librarian, one representative from each of the college divisions, and two regularly enrolled students.

Section 4: Finance Committee.
The chairperson of the Finance Committee shall be appointed by the President of the Faculty Senate, but need not be a senator. The committee shall be composed of one (1) representative from each division, plus one (1) representative each from the Counseling and Library staffs. The Vice-President-Business will be a non-voting member of the committee. The main responsibility of the committee is to prepare for the Faculty Senate each spring a salary and benefits proposal for the next fiscal year. Specific procedures for this task are found in the Procedures Manual of the Finance Committee Chairperson. In addition, the Finance Committee shall recommend to the Senate on any other matters affecting the faculty in salary and benefits. Once a year, the chairperson shall report to the Faculty Senate Cabrillo's status with respect to the Fifty Percent (50%) Law.

Section 5: Community Education.
The Chairperson and members of this committee shall study and act on matters concerned with faculty-student-community relations in general, art exhibits, lectures, speakers, and the recreational program. Membership of this committee shall include the Director of Community Education and such other members as the chairperson feels necessary to conduct business.
Section 6: Professional Rights and Responsibilities.
The Chairperson and members of this committee shall study and act on faculty concerns or grievances related to academic freedom, ethical standards, formulation of district policies and procedures that affect faculty welfare, professional growth, sabbatical leaves, teaching loads, teacher recruitment, and teacher evaluation. The size of this committee is at the discretion of the chairperson but must include at least one representative from each division.

Section 7: Faculty Welfare and Information.
The Chairperson shall (1) coordinate the social and philanthropic ventures of the certificated staff, including the making of recommendations for disbursements of funds for scholarships and such other campus-oriented activities as the Faculty Senate designates, and (2) oversee the publication of a monthly faculty journal, to include both private concern to teachers and contributions from the college staff on issues of concern to Cabrillo College.

Section 8: Instruction Committee.
This committee shall study and recommend action to the Faculty Senate on such instructional matters as the college calendar (including Intercession and Summer Session arrangements), and part-time instruction; and shall participate in coordination of curriculum with local school districts. The Chairperson shall act as the President's representative at regularly scheduled meetings of the division chairpersons with the Vice President, Instruction and at meetings of the Instruction Council. The Committee shall include one member from each division and such other members as the chairperson deems necessary to conduct committee business.

Section 9: College Learning Resources Committee.
This Chairperson will be appointed by the Faculty Senate President. The membership will include one (1) representative from each division, plus one (1) representative each from the Counseling and Library areas. The College Librarian will be an ex-officio member. The duties of the committee are to deal with acquisitions and other policies for the Library, the Individualized Learning Center, and the audio-visual area, and to improve communications among the faculty, students, administration and learning resources staff.
Section 10: Committee on External Relations.

This committee shall study and make recommendations relative to the effects of existing and proposed legislation. It shall devise methods to foster interrelations with statewide and regional organizations and other community colleges and to coordinate legislative advocacy before the legislature and administrative agencies. The committee shall develop measures to improve community relations in the use of radio, TV and the press. The committee shall assist and coordinate specific legislative interests of Divisions and the general interests of the College. The committee shall comprise a Chair and one member from each Division and Faculty unit comprising the Senate membership. Ten percent of the annual Faculty Senate Budget shall be appropriated for the expenses of the Committee. Expenditures shall be incurred according to guidelines established by the Senate.

Section 11: Executive Committee.

Composition
The Executive Committee shall consist of the President, Vice-President and three (3) Senators selected by the President with the advice and consent of the Senate.

Qualifications
Members of the Executive Committee shall be members of the Senate.

Terms of Office
The Senate members of the committee shall serve for a term of one year and may be reappointed for one consecutive year. The term of office shall begin on August 20 and end on May 25. If a Senator resigns from the committee before May 25, the President shall appoint, with the advice and consent of the Senate, a Senator to serve on the committee for the balance of the term.
Powers and Duties of the Faculty Senate Executive Committee

Clause 1. The Executive Committee shall have general supervision of the affairs of the Senate between its business meetings, make recommendations to the Senate, and shall perform other duties as specified in these Bylaws.

Clause 2. The Executive Committee shall be subject to the orders of the Senate, and none of its acts shall conflict with the actions taken by the Senate.

Clause 3. The Executive Committee shall set the Agenda for Senate meetings.

Clause 4. The Executive Committee shall recommend to the Senate President appointments for Governance and other committees.

Clause 5. The Executive Committee shall define the main objectives of the Senate each year and propose recommendations to the Senate.

Clause 6. The Executive Committee shall form ad hoc committees with the approval of the Senate.

Clause 7. The Executive Committee shall monitor Senate appointed faculty serving on committees.

Clause 8. The Executive Committee shall schedule and attend meetings with college administrators as required.

Clause 9. The Executive Committee shall act as advisor to the Senate President.

ARTICLE VIII: ADOPTION AND AMENDMENT

Section 1: These Bylaws shall be adopted when approved by a majority of the votes cast by the electorate.

Section 2: These Bylaws may be amended by a two-thirds vote of the Faculty Senate. Proposed amendments shall be distributed to the faculty for informational purposes at least seven days prior to Senate action.

Section 3: Division Senators shall periodically review the Bylaws with members of their divisions and bring to the Senate suggestions for change.
### College Standing Committees

<table>
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<tr>
<th>Administrative Council</th>
<th>Governmental Relations Committee</th>
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<td>Articulation Council Management</td>
<td>Institutional Research Advisory Committee</td>
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<td>Cabrillo Hispanic Affairs</td>
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<td>Central Coast Small Business Development</td>
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<td>Center Advisory Board</td>
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<td>College Planning Council</td>
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<td>College Council</td>
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<td>Committee Education Advisory Committee</td>
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<td>Advisory Committee</td>
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<td>Distance Learning Committee</td>
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<td>Disruptive Behavior Instruction Committee</td>
<td>Staff Development Advisory Committee</td>
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<td>Diversity Committee</td>
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<td>EOPS Advisory Committee</td>
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<td>Student Services Council</td>
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<td>Faculty and Staff Diversity Advisory Committee</td>
<td>Study Travel Committee</td>
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<td>Financial Aid Committee</td>
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<td>Fringe Benefit Committee</td>
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### Faculty Senate Standing Committees

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<th>Academic Council</th>
<th>Faculty Grants and Awards Committee</th>
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<td>Curriculum Committee</td>
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### CCEU Standing Committees

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<td>Professional Growth Committee</td>
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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, the Governing Board desires to increase the college's physical presence in the Watsonville community. Such increased presence has been manifested through the establishment of an educational outreach center offering an array of educational offerings and support services tailored to the specific needs and desires of the Watsonville community. In order to provide students with a well-planned set of educational activities that will facilitate a smooth transition 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 center. In fall 2001, the program expanded with a three-story new building opening for classes next to the facility at 318 Union St.

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 area 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 Watsonville Center. A more extensive orientation is given each semester during Flex Week at the Watsonville Center orientation session. The center offers a unique teaching opportunity for both part-time and contract faculty. One expressed purpose of the center is to provide convenience and opportunity for students in the Pajaro Valley through both course offerings and services. A less obvious, but important element is to provide service for those who teach at the center.

MAIL DISTRIBUTION

All faculty and staff serving the center have a mailbox in the faculty workroom on the second floor of the 3-story building. Please check this box every day before and after class. Mail is delivered to and picked up from the Watsonville Center daily. Faculty who teach at both the Aptos campus and the center will receive their mail at the Aptos campus, but you may request to have all your mail sent to the center by notifying staff at the Watsonville Center and your division office.
STUDENT SERVICES AT WATSONVILLE CENTER

Faculty members are frequently the first line of referral for student services. The Watsonville Center provides significant levels of services for such areas as admissions, assessment, counseling, registration, and financial aid. However, informed faculty become the very best source of referrals. A complete list of services is provided in the orientation packet handed out at Flex week. Do not hesitate to ask the center office staff if you are uncertain as to particular service availability. Most student services are provided in the Student Resource Center, on the first floor of the new building. For more information, stop by room 4320 or call 477-5134.

ADMISSIONS AND RECORDS

Generally, routine admissions and registration services are available directly through the center. Faculty who have questions about registration roll sheets and student records may either inquire at the Admissions and Records office in Aptos, or in Watsonville where it is located in the main lobby area of the historic building. The number for Watsonville is 477-5100, or x4100 if dialed from on campus. Assistance is also available from the director and administrative assistant, office 4401 and 4402. Accurate and timely reporting of records information is critical to both the center's development, and to the total college effort. Please note that if faculty have not requested that mail be forwarded to Watsonville, roll sheets will be put in faculty mail boxes at the Aptos Campus.

COUNSELING/EOPS

Both day and evening counseling is available at the center in the Student Resource Center, and other programs such as EOPS/CARE and DSP&S are on site for a limited number of hours. Information about specific hours and days is available in the office, room 4320. The Student Resource Center also offers print and online resources to students for information on transfer to four-year universities and careers.

FINANCIAL AID/SCHOLARSHIPS

Application materials are available at the center. Financial Aid staff provide counter service in the Student Resource Center Monday-Thursday from 8:00am-6:00pm, and from 11:00am-3:00pm on Fridays. Students may also make an appointment to see a financial aid advisor. For hours during Flex Week and the first two weeks of the semester, check with the Financial Aid Office in Aptos or Watsonville. 24-hour phone service is available in English and Spanish for students to access information or leave messages at 479-6415. To speak to someone directly at the Watsonville Center, call 477-5134.

TUTORIALS

Tutoring in math, English, ESL and other subjects as needed, is available in the Integrated Learning Center (ILC) on the second floor of the new building. Check the posted tutoring schedules or refer students to center staff for tutoring options. Hours are 9:00am-8:00pm Monday-Thursday, and 9:00am-3:00pm on Friday. For further information, stop by room 4410 or call 477-5155.
HEALTH SERVICES

Health services are available in the Watsonville Center on a limited basis. Days and times are posted. Students may also be referred to the Health Services office at the Aptos campus, room 912, which has extended hours and resources.

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 Health Center, Student Services, the faculty workroom or the Watsonville Center administrative assistant’s office in 4402. 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

Watsonville Center students have the same full voting privileges as any Cabrillo student. Students are encouraged to purchase a Student Activity Card as a means to become involved with campus life and to take advantage of discounts offered by the business community to support students. The card is available at the Student Resource Center, as well as information on housing and student clubs.

ASSESSMENT TESTING

Assessment testing is scheduled in Watsonville on a regular basis throughout the semester. Students should check with Admissions and Records or Student Resource Center staff at the Watsonville Center for the testing schedule, or they may call the assessment office for information at 479-6267.

TESTING FOR LEARNING DISABILITIES

A BILINGUAL Learning Disabilities Specialist is available on a limited basis for testing students in English or Spanish for learning disabilities. Inquire at the Student Resource Center for the schedule, or call the Learning Skills program at 479-6220.

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 the collection at the main campus online. They may also check out materials which can be picked up and returned at the ILC.
KEYS

Maintenance & Operations staff will open and secure the facility except for Saturday classes when the first instructor to arrive will have the responsibility of unlocking the building and deactivating the alarm, and the last one to leave will lock the facility and set the alarm. Faculty will be issued keys that unlock classrooms, the multimedia cabinet in the classroom, the faculty workroom and their assigned office. Keys 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 for faculty use only - no students should be allowed to make copies. A coin operated copier is available in the Student Center outside the bookstore and in the Integrated Learning Center for student and public use. Faculty will be given an individual code for the copier in the faculty workroom.

CHANGES OF CLASS TIME OR DATE

Consistent with the main campus procedures, notify and attain clearance from your division office. In addition, please notify the administrative assistant at 477-5153.

PARKING

Limited parking is available behind the center, and additional information on available parking in the proximity of the Center is provided to faculty at the Flex week orientation. Please see page 13 for main campus parking. Staff parking stickers, valid for both Aptos and Watsonville, are available from the administrative assistant in office 4402 at the center.

CAMPUS SHERIFF'S OFFICE

Please refer to the Cabrillo College Watsonville Center Emergency, Disaster, and Unusual Occurrence Plan following this section. The Watsonville Police Department will be the primary responding department for police emergencies. 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 Center.
OTHER RELATED WATSONVILLE CENTER INFORMATION (continued)

EVENING ASSISTANCE

A member of the Watsonville Center computer resources staff will be on duty Monday-Thursday, until 7:00pm to assist faculty with AV equipment and computer related issues. The Watsonville Center director is on site for administrative related issues during the first two weeks of the semester until 7:00pm, and on call at all times afterwards.

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 2 days involved in pickup and delivery of mail. Please follow duplications guidelines for lead time and allow for 2 extra working days (do not include Fridays), unless the request is submitted via email to daboscar@cabrillo.edu.

BOOKSTORE

The Bookstore sells text books and supplies for Watsonville classes at the Center. It is located on the first floor of the new building just inside the main entrance. Hours are 10:00 a.m. to 6:30 p.m. Monday—Thursday only, closed 2:00-3:00 p.m. for lunch.

RESERVE MATERIALS

Faculty wishing to place materials on reserve in the Integrated Learning Center for students to use may do so. 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 center 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 at the Center are posted at all telephone extensions. 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.
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 the office is locked, no change is needed to call 9-1-1 on 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 instructions
      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 Health Center at Aptos campus (call Health Center for referral information).

3. **In all cases involving accidents on the grounds of the center or occurring en route to or from the center 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 the 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 Health Services Office.
B. POLICE EMERGENCY

For an in-progress police emergency, the staff or faculty member may either call 9-1-1 or activate the robbery alarm located under the work desk. There are two alarms located in the admissions area, one in the bookstore area, one in the counselor's office, one in the food service area, and one in the student services office on the second floor. It is always preferable to call 9-1-1 as more information can be given to the responding police officers. Watsonville 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 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 robbery alarm button located at the front 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 they may arrive with weapons drawn.

C. POLICE NON-EMERGENCY

Watsonville 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.

1. Watsonville Police 728-6110

2. Cabrillo Sheriff's Office ext. 6313 during normal business hours or 688-1117 anytime
It is the policy of Cabrillo Community College District to provide an environment free of unlawful discrimination.

Discrimination on the basis of ethnic group identification, religion, age, sex, color, physical or mental disability, sexual orientation, or status as a Vietnam era veteran in the District's programs, activities and work environment is unlawful and will not be tolerated by the District.

The District strongly forbids any form of discrimination and has enacted procedures to recognize and eliminate unlawful discrimination.
AR 5040
Regulations For The Investigation Of Unlawful Discrimination And/Or Sexual Harassment Allegations

I. PURPOSE
It is the purpose of these regulations to ensure that the Cabrillo Community College District's programs and activities, including employment, are available to all qualified persons without regard to ethnic group identification, national origin, religion, age, sex, race, color, physical or mental disability, or sexual orientation. These regulations provide for the investigation of unlawful discrimination and/or sexual harassment allegations in the District's programs or activities, including employment.

Unlawful discrimination and/or sexual harassment is not protected expression; it compromises the integrity of the District, its tradition of intellectual and academic freedom, and the trust placed in its members.

If the District intends to take formal action against an individual based on substantiation of the allegations of illegal discrimination/sexual harassment, the individual has a right to understand the nature of the allegations, including who brought them, and the right to respond to those allegations. These rights to receive notice and to respond are incorporated into the various District policies related to discipline and corrective action. The District will seek to resolve the complaints in an expeditious manner.

In addition, standards of professional conduct preclude initiating a sexual relationship with a student during the period of time in which the faculty person is responsible for the academic evaluation of the student.

II. DEFINITIONS OF UNLAWFUL DISCRIMINATION
A. "Color or Ethnic Group Identification" means the possession of the racial, cultural or linguistic characteristics common to a racial, cultural or ethnic group or the country or ethnic group from which his or her forebears originated.

B. The term "religion" includes all aspects of religious observance, practice and belief, including duties of the clergy or elders. A belief is religious if sincerely held and, in the scheme of the believer, holds a place analogous to that filled by the deity of those people whose religion may be more orthodox or more widely accepted.

C. "Age" means how old a person is, or the number of elapsed years from the date of a person's birth.

D. "Disabled person" means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.
E. “Sex” discrimination includes:
   1. any rule, policy, or practice that adversely discriminates against any person on the basis of sex or gender; or
   2. any rule, policy, or practice concerning actual or potential parental, family or marital status of an ultimate beneficiary which has the purpose or effect of differentiating on the basis of sex; or
   3. any rule, policy or practice concerning disability due to pregnancy, childbirth, recovery from childbirth or termination of pregnancy, or other psychological conditions related to the capacity to bear children not applied under the same terms and conditions and in the same manner as any other rule, policy or practice relating to any other temporary disability, except as otherwise provided by the Fair Employment Practice Act.

F. Sexual Orientation
   Sections 1101 and 1102 of the California Labor Code prohibit discrimination or different treatment in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation.

G. Sexual Harassment is defined as follows:
   1. Unwelcome behavior including the nature of the behavior and the context, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
      a. submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other college activity; or
      b. submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual.

Letters a and b are known as Quid Pro Quo harassment, and include:

i. situations in which any person with organizational authority explicitly threatens negative consequences, or promises positive consequences, as a means of securing acquiescence to unwelcome sexual behavior; and

ii. situations in which tolerating unwelcome behavior of a sexual nature by supervisors or instructors is perceived by a reasonable person of the same gender as the recipient as the tacit price s/he must pay in order to receive the mentoring to which s/he is entitled.
2. "Hostile environment" harassment includes 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 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 that 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:

a. verbal, non-verbal and physical sexual behaviors;

b. sexual advances that are repeated and unwanted even when they are verbal and not coercive;

c. sexual jokes, innuendoes;

d. remarks about a person's body;

e. turning discussions inappropriately to sexual topics;

f. whistling or catcalls;

g. looking a person up and down or staring in a sexually suggestive manner;

h. invading someone's personal space or blocking his or her path;

i. sexually explicit visuals, such as pinups;

j. suggestions of sexual intimacy;

k. repeated requests for dates or private meetings in inappropriate or intimate locations;

l. unwanted letters or gifts; or

m. touching, hugging, massaging, or other gestures or sounds.

3. In determining whether the alleged behavior constitutes sexual harassment, consideration shall be given to the situation as a whole and to the totality of circumstances, including the nature of the behavior and the context in which the alleged incidents occurred. The intentions of the accused may be irrelevant in determining whether her/his behavior constitutes sexual harassment; it is the effect of the behavior on the recipient that creates a hostile environment.
III. DISTRICT RESPONSIBILITY

A. The District officer responsible for ensuring District compliance with the rules and regulations adopted by the Board of Governors of the California Community Colleges regarding unlawful discrimination shall be the Superintendent/President or his/her designee. (Cal. Code Regs., Tit. 5, Section 59324)

B. The District will provide annual notice of this policy against unlawful discrimination/sexual harassment to students, job applicants, to new employees when they commence working, and to all current employees. Notices which contain the basic legal requirements will be posted in places readily accessible to students, job applicants, and existing employees. (Cal. Code Regs., Tit. 5, Section 59326)

C. Upon request, the responsible District officer shall make available to all students, job applicants, and employees the complaint form established by the Chancellor of the California Community Colleges system.

D. It is the intent of the District to provide an investigation and review procedure that will encourage both parties involved in a discrimination/sexual harassment allegation to come forward and will ensure the rights of all parties to a confidential and impartial investigation.

IV. INFORMAL COMPLAINT PROCEDURE

A. The informal procedure described in Section IV is a prerequisite to invoking the formal procedure set forth in Section V. This informal procedure shall be completed within 30 working days of receipt of the original complaint.

1. A person who alleges that he or she has personally suffered unlawful discrimination/sexual harassment, or one who has learned of such unlawful discrimination/sexual harassment in his or her official capacity is legally obligated to contact the responsible District officer within one year of the alleged incident. The responsible District officer will complete an "Interview Form For Documenting Alleged Discrimination/Sexual Harassment Cases" (See appendix A) at the initial meeting. (Cal. Code Regs., Tit. 5, 59328 (a) (4).)

2. The responsible District officer will interview concerned parties and witnesses individually and review relevant documents, making every reasonable effort to protect the privacy of all parties in accordance with state and federal law. Any individual who is interviewed may have a representative of his/her choice present.

3. If the complaint is resolved informally, the responsible District officer will keep a permanent confidential file of the proceedings and resolution.
4. If the informal complaint is not resolved, the responsible District officer shall inform the complainant that a formal written complaint will be required and that the complaint, including the identity of the complainant, will be disclosed to the accused.

V. FORMAL PROCEDURE

A. In order to pursue a formal complaint, the complainant must fill out the form prescribed by the Chancellor. (See appendix B) If the complaint is not on the form prescribed by the Chancellor, the officer shall notify the complainant immediately that the complaint is defective, and how the complaint is defective.

B. All written documents from the informal investigation shall become part of the official investigation file for the formal procedure.

C. Upon receipt of a formal written complaint, the responsible District officer will continue to conduct a full and impartial investigation and notify the Chancellor’s office of the investigation.

D. The responsible District officer will give the accused a copy of the complaint, including the identity of the complainant, and the accused will have an opportunity to respond in writing to the complaint.

E. Within ninety (90) days of receiving a formal complaint, the responsible District officer shall complete the investigation, make an appropriate recommendation and forward the investigation report in writing to both the complainant and the accused. The investigation report will include the following:

1. a description of the circumstances giving rise to the complaint;
2. a summary of the testimony provided by the complainant and the accused and any witnesses identified by the complainant or the accused in the complaint;
3. an analysis of any relevant data or other evidence collected during the course of the investigation;
4. a specific finding as to whether discrimination/sexual harassment did or did not occur with respect to each allegation in the complaint;
5. any other information deemed appropriate by the District; (5 Cal. Code Regs, Tit. 5, Section 59334.)
F. If either the complainant or accused is dissatisfied with the District officer's resolution of the complaint, that party may appeal to the AR 5040 Advisory Panel in writing within ten (10) working days of notification of the recommended resolution.

1. The Advisory Panel shall include up to five members chosen from a pool of faculty, students and Classified staff, selected by the Superintendent/President. The responsible District officer will select impartial panel members and attempt to achieve gender balance for each panel. A student representative may be selected for panels dealing with complaints involving students.

   a. All panel members will serve for two consecutive years except the student senate representative, who may serve for only one year.
   b. At the beginning of their terms, members will receive training on District policy related to nondiscrimination and sexual harassment law.
   c. The panel will review formal appeal cases and all proceedings will be confidential to the extent required by law.

2. When either the complainant or the accused initiates an appeal, the District officer will submit the investigation report to the panel. Each party will be given the option of appearing before the panel in person to present their case.

3. The panel will review the statements and weigh evidence to determine whether the appeal has merit. The panel may request that the responsible District officer conduct further investigation. After completing a review, the panel may recommend upholding, revising, or reversing the District officer’s recommendation. The panel’s recommendation will be given in writing to the responsible District officer.

4. If the responsible district officer does not agree with the recommendation of the advisory panel, a final decision in the matter will be rendered by the Superintendent/President.

5. A written recommendation from the advisory panel will be forwarded to the appellant.
G. If the complainant is not satisfied with the results of the administrative determination the complainant may, within fifteen (15) days, submit a written appeal to the Cabrillo College Governing Board. The Governing Board shall review the original complaint, the investigative report, the administrative determination, and the appeal and issue a final District decision in the matter within forty-five (45) days after receiving the appeal. A copy of the final District decision rendered by the Governing Board shall be forwarded to the complainant and to the Chancellor. The complainant shall also be notified of his or her right to appeal this decision pursuant to Sections (b) and (c) below. If the Governing Board does not act within forty-five (45) days, the administrative determination shall be deemed approved and shall become the final District decision in the matter.

1. In any case not involving employment discrimination, the complainant shall have the right to file a written appeal with the Chancellor within thirty (30) days after the Governing Board issues the final District decision or permits the administrative determination to become final.

2. In any case involving employment discrimination, the complainant may, at any time before or after the final District decision is rendered, file a complaint with the department of Fair Employment and Housing. In addition, in such cases, the complainant may file a petition for review with the Chancellor within thirty (30) days after the Governing Board issues the final District decision or permits the administrative determination to become final. The Chancellor shall have discretion to accept or reject any such petition for review in employment discrimination cases. If the Chancellor agrees to accept the case, s/he may:

   a. attempt to informally resolve the matter;

   b. where applicable, treat the complaint as an allegation that the District has violated the provision of this policy governing nondiscrimination; or

   c. take any other action deemed appropriate by the Chancellor (Cal. Code Regs., Tit. 5, Section 59338.)

3. In any case not involving employment discrimination, the complainant shall have the right to file a written appeal with the Chancellor within thirty (30) days after the Governing Board issues the final district decision or permits the administrative determination to become final pursuant to subsection 1.
H. Within one-hundred fifty (150) days of receiving a complaint, the District will forward the following to the Chancellor:

1. the original complaint
2. a report describing the nature and extent of the investigation conducted by the District;
3. a copy of the notice sent to the complainant;
4. 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
5. a copy of the notice to the complainant that s/he may, within fifteen (15) days after receiving the District's administrative determination, request a review by the District Governing Board; or
6. such other information as the Chancellor may require. (Cal. Code Regs., Tit. 5, Section 59340.)

VI. RETALIATION IS PROHIBITED

No person shall retaliate against any individual because that individual has filed a complaint of discrimination, has sought the advice of the responsible District officer, or has asked someone to refrain from actions which the individual believes to be discriminatory.

If any individual believes he or she has been subjected to retaliation, the individual may file an additional or amended complaint with the responsible District officer. The responsible District officer shall investigate the complaint of retaliation in accordance with these procedures.

If the responsible District officer determines that the complaint of retaliation is valid, in addition to any other remedies which may be appropriate (such as disciplinary action), the responsible District officer shall take all necessary steps to end the retaliatory behavior as quickly as possible.

VII. DISCIPLINARY PROCEDURES

Established District procedures, under which the District has the burden of proof, shall be used in the event the administrative review results in a decision that disciplinary action is necessary.

Since established student and personnel disciplinary procedures provide for Board level review or decision making, the Governing Board will take no action on any complaint until it has been submitted to the appropriate officer and then acted upon in accordance with statutory and constitutional due process.

At such time as the Board may be called upon to take action on any complaint against an employee or student, it will do so in closed session, unless the employee or student requests that the matter be heard in public.
It is the policy of the Cabrillo Community College District to provide an educational, employment and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal statutes, or the force of law.

It shall be a violation of this policy for anyone who is authorized to recommend or take personnel or academic actions affecting an employee or student, or who is otherwise authorized to transact business or perform other acts or services on behalf of the Cabrillo Community College District to engage in sexual harassment as defined in District Administrative Regulations 5040 on Nondiscrimination.

It is the intent of this policy and Administrative Regulations 5040 to provide all parties with due process of law against irresponsible or false accusation. It is also intended that retaliatory or retributive behavior may not occur simply because an accusation has been made.

Within the educational environment, sexual harassment is prohibited between students, between employees and students, and between non-students and students.

Within the work environment, sexual harassment is prohibited between supervisors and employees, between employees, and between non-employees and employees.
It is the policy of the Cabrillo Community College District to maintain a workplace free of 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 the employee does 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.
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 911, 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 Campus 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 Bomb
   - Time of detonation
   - Reason bomb was planted
   - Description of caller's voice
   - Background noises
   - If possible, transcribe the conversation verbatim

2. Call 911 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 on Emergency Response and Safety visit Cabrillo’s related websites at http://www.cabrillo.edu/internal/emergency/index.htm and http://www.cabrillo.edu/safety.
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.
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 interest. 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 e-mail ccft@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.
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.

If you would like to review the contract, it is available online at ccftcabrillo.org.
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Email Access

In addition to Mozilla Mail you can use Correo and WebNews.

Use them to access your Cabrillo email and news accounts from any standard* web browser:

https://mail.cabrillo.edu

or from on campus use these shortcuts:

mail

Login using your email username and password. It’s that simple!

*AOL requires their subscribers to use proprietary browsers that are incompatible with Correo and some other web-based applications. To get around this, connect to AOL or Compuserve using their browser, then launch a separate standard browser such as Mozilla, Firefox, Netscape, Explorer or Opera.
Your Network Login

A Microsoft Windows login window:

The network is the system that allows us to share files and applications. When you login to the Campus Network system your computer makes a connection to the Staff domain which gives you access to our servers. This gives you additional locations to save your files and a convenient way to share them with others.

New drives in the My Computer window:

Ø Ø Where you can save files

“C” = “Your Computer’s hard drive”

“M” = “My Home”: Personal Private directory on New Microsoft Server – Read/Write-able by you only.

“O” = “Ours”: Private DIVISION folder, The “O” Drive - for folks in your Division only.*

*Your Individual Departments’ Private Folder is inside this Folder. (TIP: You might want to make a shortcut to your desktop.)

“P” = Public: Public Drive, replaces old “T” Drive, Readable by “Everyone” + Writable by You Only.

*Users only have write-access to their personal_PUBLIC and department_PUBLIC folder.

“T” = “7-Day Temp” Read/Writable by “Campus” (Same as Old “T” Drive) files deleted after 7 Days

WHERE DO I GET HELP? Software and Hardware issues are directed into two separate places on campus.

SOFTWARE/Training issues:
Call the TLC (Teaching and Learning Center) x5030
http://www.cabrillo.edu/services/tlc/

How do I backup my files?
How do I access Cabrillo’s Newsgroups?
How do I publish a webpage?
How do I get my Cabrillo email from home?
How do use my new Mozilla email?

HARWARE/Troubleshooting issues:
Call the Information Technology Help Desk x6392
http://www.cabrillo.edu/internal/cr/help/

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?