FOREWARD

This document was prepared to provide new and continuing faculty an easy reference to information critical to performance as a faculty member at Cabrillo College. This is the 21st 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, Julie Konno and Kari Kubik 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 16th Century Portuguese explorer who “discovered” California while in the service of Spain.

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

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

During the voyage in 1543 Cabrillo died. In 1935 the state legislature designated September 28th as “Cabrillo Day,” commemorating the anniversary of Cabrillo’s exploration in California.
Residents of Santa Cruz and Monterey Counties living in the San Lorenzo, Santa Cruz, and Watsonville High School Districts approved formation of a two-year college district in 1958.

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

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

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

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

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

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

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

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

In March 2004, voters approved a $118.5 million bond measure. Recently completed projects include the new Student Activities Center (SAC) buildings, and currently in-process projects include the Arts Education Classrooms (AEC), Health and Wellness Center, and space utilization processes. In spring 2007, the full service satellite Scotts Valley Center opened.
MISSION STATEMENT

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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<th>Location</th>
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<td>Administration</td>
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<td>113</td>
<td>Admissions &amp; Records</td>
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<td>Library &amp; Learning Resources Center</td>
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<tr>
<td>1002</td>
<td>Art Gallery</td>
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<td>Mailroom (bottom floor behind stairs)</td>
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*SAC = Student Activities Center Buildings (E= East Building; W = West Building)*
Cabrillo College Academic Calendar 2008-2009

**Fall 2008**

**Summer Sessions:** June 16 - August 8  
**Flex Days:** August 25 - 29  
**Fall Semester:** September 2 - December 20

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| S M T W TH F S | 4 Holiday  
| 1 2 3 4 5 | Summer Sessions:  
| 6 7 8 9 10 11 12 | First 4-Week: 6/16 - 7/11  
| 13 14 15 16 17 18 19 | 6-Week: 6/16 - 7/25  
| 20 21 22 23 24 25 26 | Second 4-Week: 7/14 - 8/8  
| 27 28 29 30 31 | Flex Days -- August 25 - 29 |

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| 7 8 9 10 11 12 13 | 2 Fall Semester Begins  
| 14 15 16 17 18 19 20 | 21 22 23 24 25 26 27  
| 21 22 23 24 25 26 27 | 28 29 30 |

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

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| 10 11 12 13 14 15 | 27-  
| 16 17 18 19 20 21 22 | 28 Holiday  
| 23 24 25 26 27 28 29 | 30 |

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| 1 2 3 4 5 6 7 8 9 10 11 12 13  
| 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 20 End of Fall Semester  
| 21 22 23 24 25 26 27 | 25 Holiday  
| 28 29 30 31 | 20 |
## Cabrillo College Academic Calendar 2008-2009

### Spring 2009

Winter Session: January 5 - 30  
Flex Days: February 2 - 6  
Spring Semester: Feb 9 - June 6  

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<td>24 25 26 27 28 29 30</td>
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<td>S M T W TH F S</td>
<td>Spring Finals -- June 1-6</td>
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<tr>
<td>1 2 3 4 5 6</td>
<td>5 Graduation</td>
</tr>
<tr>
<td>7 8 9 10 11 12 13</td>
<td>6 End of Spring Semester</td>
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<td>14 15 16 17 18 19 20</td>
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<td>21 22 23 24 25 26 27</td>
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<td>28 29 30</td>
<td>Tentative summer 2009: June 15 - Aug 7</td>
</tr>
</tbody>
</table>
### Extended Hours for Registration

**September 2-September 13**

*These services have special hours for registering students*

<table>
<thead>
<tr>
<th>Service</th>
<th>September 2-5</th>
<th>September 8-13</th>
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<tbody>
<tr>
<td><strong>Admission and Registration</strong></td>
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<tr>
<td>• Aptos Campus, Bldg. 100</td>
<td>T-TH, 8am-7pm</td>
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<td>• Scotts Valley Center</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>T-TH, 8am-5:30pm</td>
<td>M-TH, 8am-5:30pm</td>
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<td>F, 8am-4pm</td>
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<td><strong>Bookstore</strong></td>
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<tr>
<td>• Aptos Campus, Bldg. SAC</td>
<td>T-TH, 8am-8pm</td>
<td>M-TH, 8am-6:30pm</td>
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<td>F &amp; S, 10am-2pm</td>
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<td><strong>Counseling</strong></td>
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<td>• Aptos Campus, Bldg. 100</td>
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<td>• Watsonville Center</td>
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<td><strong>Financial Aid</strong></td>
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<tr>
<td><strong>College Bank</strong></td>
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<td>• Aptos Campus, Bldg. 100</td>
<td>T-W, 8:30am-5pm</td>
<td>M-W, 8:30am-3:30pm</td>
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<td>TH-F, 8:30am-3:30pm</td>
<td>TH-F, 8:30am-5pm</td>
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<tr>
<td><strong>Student Affairs, SAC East 216</strong></td>
<td>T-TH, 8am-7:30pm</td>
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</tbody>
</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)
Monday-Thursday:  9:00 am – 6:00 pm, Friday 9:00 am – 2:30 pm (Watsonville)
Monday-Thursday: 9:00 am – 1:00 pm (*Scotts Valley)

Assessment—479-6165

Bookstore—SAC East Bldg. — 479-6209
Monday-Thursday: 7:45 am – 6:30 pm, Friday: 7:45 am – 3:00 pm
Watsonville Center
Monday-Thursday: 10:30 am-2:30 pm & 3:30 pm - 6:30 pm, Friday:  Closed

College Bank – Bldg 100  479-6376
Monday-Thursday:  9:00 am – 3:30 pm, Friday:  9:00 am – 3:00 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 pm – 4:45 pm

Counseling – Bldg 100  479-6274
Mon. & Wed:  8:00 am –6:00 pm, Tues.:  8:00 am – 6:30 pm, Thurs. & Fri:  8:00 am – 3:00 pm

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

Financial Aid Office – Aptos Campus, Bldg 100 – 479-6415
Mon. & Thurs:  8:00 am – 6:00 pm, Tues. & Wed.:  8:00a.m – 6:30 pm, Fri:  11:00 am – 3:00 pm
Watsonville Center – 477-5137
Mon. & Thurs:  9:00 am – 6:00 pm, Tues. & Wed.:  9:00a.m – 6:30 pm, Fri:  11:00 am – 3:00 pm
*Scotts Valley Center – 477-3550
Thursday:  9:00 am – 11:00 am, Friday:  4:00 pm – 6:00 pm

*Health Services – Bldg 900 – 479-6435
Please see website for hours:  http://www.cabrillo.edu/services/health/

Library/Learning Center – Bldg 900 – 479-6473
Monday – Thursday:  8:00 am – 8:00 pm, Friday: 11:00 am – 4:00 pm
(Closed Saturday, Sunday and Holidays)
Please see website for specific or changing hours:  libwww.cabrillo.edu

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

Dr. Brian King
President/District Superintendent
Executive Assistant: Pat Borden (831) 479-6306
Assistant: Janet Godfrey (831)477-3285

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

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

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

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

Nancy Brown
Dean, Human Arts and Social Sciences
Belem Ruiz, Instructional Division Assistant (831) 479-6348
Instructional Division Assistant (831)479-6297

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

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

Dan Martinez
Dean, Visual, Applied and Performing Arts
Julie Herzog, Instructional Division Assistant (831) 479-5079
Andree LeBourveau, Instructional Division Assistant (831)479-5255

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

Dr. Margery Regalado-Rodriguez
Dean of Instructional Development – Matriculation Coordinator
Assistant: Sherida Lincoln (831) 477-3242

Dr. Jim Weckler
Dean, Business, English and Language Arts
Glenn Dixon, Instructional Division Assistant (831) 479-6400
Sarah Doub, Instructional Division Assistant (831) 479-6478

Dr. Kathie Welch
Dean, Health, Wellness, Physical Education & Athletics
Elissa Kurk, Instructional Division Assistant (831) 479-5087
Carla Vaughn, Instructional Division Assistant (831) 479-6266
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 225, 2PM, Info and Agenda Pat Borden X6306

College President
Brian King X6302

CCEU
Stephanie Stainback
X 5035

Faculty Senate
Voc. Ed
Rory O'Brien X6401

CCFT, President
Paul Harvell x5217

Faculty Senate
Transfer
Dan Rothwell
X6511

Vice President
Instruction
Renée Kilmer
X6451

CCFT
Barbara Schultz-Perez
X 6244

Vice President
Business
Pegi Ard X6406

CCEU Classified
Jill Gallo
X6280

Faculty Senate
President
Steve Hodges X6494

Vice President
Student Services
May Chen
X6527

Confidential
Diane Goody X5618

Vice President
Confidential
A C O N C E R N S

Manager Rep.
Division Dean Rep.
Kathleen Welch
X6389

PROFESSIONAL
AND WORKLOAD
CONCERNS

Manager Rep.
Victoria Lewis
X6279

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
INSTRUCTIONAL DIVISIONS & DEPARTMENTS

Office of Instruction
Room 806
Renée Kilmer, Vice President .............................................. 6451
Beatriz Perez, Executive Assistant ..................................... 5077
Kari Kubik, Department Assistant ..................................... 6453
Dawn Zizzo, Senior Accounting Specialist ..................... 5733
Rick Fillman, Institutional Research Analyst .................... (477)-3528

Instruction for Career Education & Economic Development
Room 2100A
Rock Pfotenauer, Dean .................................................. 6482
Evie Alley, Administrative Assistant ......................... 6481
Dena Taylor, Program Manager, FTTW ......................... 6147
Terese Thomae, Director SBDC ...................................... 5040
Tech Prep Director .......................................................... 5070
Pavl Hassan, CEED Fiscal ............................................ (477)-3606
Suzanne Koehler, CEED Fiscal .................................... (477)-3512
Leslie Read, Coordinator, CWEE ................................ (477)-3650

Business, English and Languages Arts
Room 501
Jim Weckler, Division Dean ........................................... (477)-3248
Sandra McCann, Division Coordinator ......................... 6361
Glenn Dixon, Instructional Division Assistant ................ 6400
Sarah Dub, Instructional Division Assistant ................... 6478
Dawn Zizzo, Division Accounting Specialist ............... 5733
Accounting & Finance – Mo Hassan .................... Business – Mo Hassan
Computer Applications & Business Technology – Calais Ingel
English – Winnie Baer & Diane Putnam
English as a Second Language – Jason Malone
Journalism – Bradley Kava
Reading – Nancy Phillips
Real Estate – Mo Hassan
World Languages – H. Jake Siskin

Health, Wellness, Physical Education, & Athletics
Room 1102
Kathleen Welch, Division Dean .................................... 6389
Marian Apra, 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 – Meda Witzig
Athletics – Dale Murray (Athletic Director)
Dental Hygiene – Bridgete Clark
Health Science – Patrick Meyer
Human Services – Patrick Meyer
Medical Assistant – Charlotte Jensen
Nursing – Dorothy Nunn
Physical Education – Ornlie Killeler
Radiology Technology – Ann Smidtzer
Stroke Center – Debra Bone (Director)

Human Arts and Social Sciences
Room 420
Nancy A. Brown, Division Dean ..................................... 6383
Margaret Pierce, Division Coordinator ......................... 6384
Belem Ruiz, Instructional Division Assistant ................. 6348
TBD, Instructional Division Assistant ......................... 6297
Lash Havaty, Division Accounting Specialist .......... (477)-3538
Anthropology – Chuck Smith
Archaeological Technology – Dusty McKenzie
Communication Studies – Dan Rothwell
Culinary Arts and Hospitality Management – Eric Carter
Early Childhood Education – Jean Gallagher-Heil & Michelle Chao
Economics – Michael Mangin
Education – Rosemary Brogan
Geography – Michael Mangin
History – Michael Mangin
Meteorology – Michael Mangin
Philosophy – Claudia Close
Political Science – Michael Mangin
Psychology – David Douglas
Public Safety – Harry Bidleman
Sociology – Teresa Macedo
Women’s Studies – Teresa Macedo

Instructional Procedures Analysts
Dale Attias ................................................................. (477)-35679
Laurie Hedn .............................................................. 5097

Instructional Development
Room 820
Margery Regalado Rodriguez, Dean ......................... 6285
Sheila 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, L.S. ....................... 6566
Cathy Brogoitti, 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 .......... 5063
Party Nelson, Division Accounting Specialist ............ 5029
Aeronautics – Bob VanWagenen (Program Contact)
Astronomy – Rick Nolthenius (Program Contact)
Biology – Robin McFarland
Chemistry – Josh Blaustein
Computer Information Systems – Gerlinde Brady
Computer Networking & System Administration – Rick Graziani
Construction and Energy Management – Chuck Mornard
Digital Bridge Academy – Diego Navarro
Engineering – JoAnn Panzarli
Engineering Technology – Gary Marcaccia
Environmental Science – Dave Schwartz
Geology – Dave Schwartz
Horticulture – Peter Shaw
Mathematics – Nancy Fetterman
MESA – Sue Tapper
Oceanography – Dave Schwartz
Physics – Joe McCullough
Welding – Gary Marcaccia

Visual, Applied and Performing Arts
VAPA 1007
Dan Martinez, Division Dean ...................................... 6336
Michelle Aheche, Division Coordinator .................... 6288
Julie Herzog, Instructional Division Assistant .......... 5079
Linda Stinger, Instructional Division Assistant .......... 6464
Andree Lebourveau, Instruction Division Assistant .... 5255
Wendy Scott, Division Accounting Specialist .......... (477)-35661
Applied Living Arts – Janice Bowman
Art History – Brian Legakis (Contact Person)
Art Studio – Jamie Abbott
Cabrillo Stage – Jon Nordgren
Dance – Regina Decese
Digital Media – Beth Regardz
Music – Michele Rivard
Photography – Gordon Hammer
Theater 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)-36191
Athena Locke, LIA ....................................................... 5030

Watsonville & Scotts Valley Centers
Rachel Mayo, Dean of Education Centers .......... (477)-35110
Olga Diaz, Administrative Assistant ...................... (477)-35153
Beth Nelson, Digital Bridge Academy Pgm. Mgr .. (477)-3255
TBD, Scotts Valley A&T Technician ................. (477)-3401
Scotts Valley Site Coordinator ......................... (477)-3402
OTHER CABRILLO RELATED INFORMATION

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

KEYS

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

ENERGY/LIGHTS

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

SMOKING POLICY

(See Board Policy 6120)

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

COPIERS

For the convenience of all faculty, a copier is located in the staff lounge, and also in division offices. Refer to your division assistant for any entry codes necessary for operation of copy machines. Jobs of over 20 copies should be submitted to Duplications. For more information about Duplications, please refer to the later section in this Guide.

CHANGES OF CLASS DATE OR TIME

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

Field trip approval forms are available in the Division Offices and must be completed and submitted at least seven days in advance to your Division Office for approval.
OTHER CABRILLO RELATED INFORMATION (continued)

PARKING PERMIT/BUS PASS

Faculty are issued parking permit(s) or a bus pass at no cost. You may pick up your bus pass or parking permit(s) from the College Bank Window (Building 100) during their normal business hours.

Parking permits are required for parking on campus both day and night. All lots are clearly marked with signs that indicate at what times students, staff or visitors can use that particular lot. Visitors without permits may use the meters (2 hours only) in the visitor lots (Parking B and under the SAC Buildings) or purchase day permits from vending machines in the student lots or from the Campus Sheriff’s Office. Lots D, E, H, I and J are reserved for staff in the evening. Staff members are entitled to two parking permits: the first parking permit is free, and the second costs $2.00. Expiration dates for parking permits are printed on the permit, and the Business Office will issue reminders about when to obtain new permits. Typically, permits expire on October 1st, and are generally available at the College Bank beginning the second week of August.

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

You must bring your staff ID card with you to the bank in order to receive a bus pass (the actual staff ID card will serve as your bus pass – the bank will validate your ID and add an approval sticker for it to serve as your bus pass for the Santa Cruz Metro District bus routes, good on all days except Sundays and Holidays).
The alternative credit process is intended to provide an opportunity for faculty, contract and adjunct, to earn advancement on the salary scale by methods other than attendance at college level classes. It was originally targeted to faculty members in the vocational, arts and literature areas so they could earn credit for “doing what they do,” but other faculty have also found the process useful. See Appendix “S” of the CCFT contract for precise language regarding the process.

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

Examples of projects which have been approved in recent years:

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

Examples of projects not approved:

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

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

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

If an alternative credit project completes the units for a salary schedule column advancement, all processes must be completed, approved, and submitted by the VP of Instruction to Human Resources by November 1 of the year in which the salary change is requested.
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 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)

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.
STATISTICAL INFORMATION ON CABRILLO COLLEGE STUDENTS
SPRING 2008*

HIGHLIGHTS

Enrollment: Student Counts, Units Enrolled, and FTES

- The total Spring 2008 Census student count, 15,236, topped all Census figures since 2000-2001. It is up by 629 or 4.3% from last spring’s comparable number of 14,607. It is 238 higher than the fall 2007 Census figure of 14,998.

- Students enrolled in more units in Spring 2008 than they did last spring. While the student count increased 4.3%, units enrolled increased 6.4% from last spring.

- Similarly, this spring’s Census FTES (5,124) generated by California residents is 7.1% higher than last spring’s comparable figure (4,785).

Enrollment: Location, Online/TV

- Student headcount is up at all locations, except Watsonville where it was down slightly by 32 or -1.4%. However, Watsonville students on average took the second highest number of units (4.89) which is about 2 units less than their counterparts at Aptos (6.9).

- Scotts Valley enrollment continues to grow. The two-spring headcount growth is 172 or 27.4%. Nonetheless, Scotts Valley students ranked the lowest in average units taken (2.64).

- The growth of online headcount, 4.8% is slightly higher than the overall headcount growth of 4.3%. However, the online units growth, 8.5% almost doubled headcount growth.

Enrollment: Enrollment Status, Full-time/Part-time, Ethnicity, Gender, Age, and Day/Evening

- While both continuing and new/returning students contribute to the overall growth (5.2% and 6.0% respectively) the number of concurrent high school students declined by 71 or 6.5%.

- The strong growth of full-time students (11.5%) contributes to the increases in student counts, and the FTES. Part-time student count increased by just 1.9%.

- Pacific Islanders had the fastest growth (35.1%) followed by Hispanics/Latinos (5.4%) and Whites (3.8%). Students declining to report their race/ethnicity increased in number and in percentage.

- Enrollment of students age 18 to 30 grew by 573 and those enrolled who are age 50 and over grew by 236.

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

*Source: Spring 2008 Census data.
Unduplicated Fall Semester Enrollment at Cabrillo

Source: Data Warehouse (Enroll::Student)
### Enrollment by Semester

#### STUDENT DEMOGRAPHICS

![Bar chart showing enrollment by semester from 1998-99 to 2005-06](chart.png)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Enrollment</th>
<th>Spring Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>12,087</td>
<td>12,766</td>
</tr>
<tr>
<td>1999-00</td>
<td>13,033</td>
<td>12,942</td>
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<td>13,027</td>
<td>13,680</td>
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<tr>
<td>2001-02</td>
<td>13,500</td>
<td>14,273</td>
</tr>
<tr>
<td>2002-03</td>
<td>13,696</td>
<td>12,988</td>
</tr>
<tr>
<td>2003-04</td>
<td>12,592</td>
<td>13,054</td>
</tr>
<tr>
<td>2004-05</td>
<td>12,762</td>
<td>13,192</td>
</tr>
<tr>
<td>2005-06</td>
<td>12,132</td>
<td>13,637</td>
</tr>
<tr>
<td>2006-07</td>
<td>12,766</td>
<td>13,647</td>
</tr>
<tr>
<td>1997-98</td>
<td>13,596</td>
<td>13,568</td>
</tr>
<tr>
<td>1998-99</td>
<td>13,767</td>
<td>13,918</td>
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<tr>
<td>1999-00</td>
<td>13,718</td>
<td>14,016</td>
</tr>
<tr>
<td>2000-01</td>
<td>13,619</td>
<td>14,601</td>
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<tr>
<td>2001-02</td>
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<td>15,503</td>
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<tr>
<td>2002-03</td>
<td>15,240</td>
<td>16,112</td>
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<td>2003-04</td>
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<td>14,060</td>
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<td>2004-05</td>
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<td>2006-07</td>
<td>15,656</td>
<td>15,131</td>
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**Sources:**
- Fall 1992 to Spring 1992 - Records/Census Data
- Fall 1992 to Present - Data Warehouse (Enroll/Student)
## Enrollment by Student Status

### STUDENT DEMOGRAPHICS

![Graph showing enrollment by status (New, Returning, Continuing) over different semesters.](chart.png)

<table>
<thead>
<tr>
<th>Semester</th>
<th>New</th>
<th></th>
<th>Returning</th>
<th></th>
<th>Continuing</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
</tr>
<tr>
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<td>1,304</td>
<td>9.9</td>
<td>8,503</td>
<td>64.5</td>
</tr>
<tr>
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<td>1,326</td>
<td>10.9</td>
<td>6,990</td>
<td>57.6</td>
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<td>1,883</td>
<td>13.6</td>
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<td>31.3</td>
<td>1,753</td>
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<td>55.0</td>
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<td>1,912</td>
<td>14.0</td>
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<td>60.7</td>
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<td>2,083</td>
<td>15.2</td>
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<td>1,960</td>
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<td>8,640</td>
<td>63.7</td>
</tr>
<tr>
<td>Fall 1998</td>
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<td>2,186</td>
<td>15.9</td>
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<td>53.4</td>
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<td>2,089</td>
<td>15.0</td>
<td>8,887</td>
<td>63.9</td>
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<td>54.1</td>
</tr>
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<td>2,734</td>
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<td>59.0</td>
</tr>
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<td>2,670</td>
<td>18.0</td>
<td>7,882</td>
<td>53.0</td>
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</tr>
<tr>
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<td>18.1</td>
<td>8,238</td>
<td>54.1</td>
</tr>
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<td>3,050</td>
<td>18.9</td>
<td>9,907</td>
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</tr>
<tr>
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<td>2,398</td>
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<td>8,715</td>
<td>58.6</td>
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<tr>
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<td>18.9</td>
<td>2,665</td>
<td>17.6</td>
<td>9,892</td>
<td>65.5</td>
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<td>2,543</td>
<td>17.4</td>
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<td>57.0</td>
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<td>2,833</td>
<td>18.5</td>
<td>9,656</td>
<td>62.9</td>
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<tr>
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<td>8,508</td>
<td>56.1</td>
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<td>2,740</td>
<td>17.9</td>
<td>9,893</td>
<td>64.8</td>
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<td>2,940</td>
<td>19.4</td>
<td>9,363</td>
<td>61.9</td>
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</tbody>
</table>

Source: Data Warehouse

Includes all students, including special admit.
Mean and Median Age of Students

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<tr>
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<th>Mean</th>
<th>Median</th>
</tr>
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<td>Fall 2000</td>
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<td>26.0</td>
</tr>
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<td>30.3</td>
<td>27.0</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>30.8</td>
<td>26.0</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>31.6</td>
<td>26.9</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>30.6</td>
<td>25.0</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>31.6</td>
<td>26.0</td>
</tr>
<tr>
<td>Fall 2003</td>
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<td>24.0</td>
</tr>
<tr>
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<td>31.1</td>
<td>25.9</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>30.0</td>
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<td>24.0</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>30.4</td>
<td>24.0</td>
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<td>24.0</td>
</tr>
<tr>
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<td>24.0</td>
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<tr>
<td>Fall 2007</td>
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</table>

Source: Data Warehouse (Corollis Student)
Enrollment by Age Categories

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<tr>
<th>Semester</th>
<th>&lt;18 or unknown</th>
<th>18-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>&gt;60</th>
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<tbody>
<tr>
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<td>4.3%</td>
<td>21.1%</td>
<td>20.6%</td>
<td>12.1%</td>
<td>17.1%</td>
<td>14.5%</td>
<td>6.7%</td>
<td>3.2%</td>
<td>14,669</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>5.2%</td>
<td>23.6%</td>
<td>21.0%</td>
<td>10.9%</td>
<td>16.0%</td>
<td>13.7%</td>
<td>6.6%</td>
<td>2.9%</td>
<td>13,619</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>5.7%</td>
<td>22.3%</td>
<td>20.8%</td>
<td>11.1%</td>
<td>10.6%</td>
<td>13.8%</td>
<td>6.9%</td>
<td>2.7%</td>
<td>14,891</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>5.5%</td>
<td>23.3%</td>
<td>20.6%</td>
<td>11.1%</td>
<td>16.2%</td>
<td>13.5%</td>
<td>7.0%</td>
<td>2.7%</td>
<td>14,871</td>
</tr>
<tr>
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<td>6.0%</td>
<td>22.0%</td>
<td>20.5%</td>
<td>10.8%</td>
<td>16.9%</td>
<td>13.7%</td>
<td>7.2%</td>
<td>2.9%</td>
<td>15,503</td>
</tr>
<tr>
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<td>5.8%</td>
<td>24.3%</td>
<td>21.8%</td>
<td>10.4%</td>
<td>15.2%</td>
<td>12.8%</td>
<td>6.9%</td>
<td>2.8%</td>
<td>15,231</td>
</tr>
<tr>
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<td>21.3%</td>
<td>10.6%</td>
<td>15.6%</td>
<td>13.5%</td>
<td>7.3%</td>
<td>2.9%</td>
<td>15,111</td>
</tr>
<tr>
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<td>26.2%</td>
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<td>10.0%</td>
<td>14.3%</td>
<td>12.2%</td>
<td>6.8%</td>
<td>2.8%</td>
<td>14,887</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>5.7%</td>
<td>24.5%</td>
<td>22.1%</td>
<td>10.7%</td>
<td>14.4%</td>
<td>12.3%</td>
<td>7.4%</td>
<td>2.9%</td>
<td>15,106</td>
</tr>
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<td>26.3%</td>
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<td>13.3%</td>
<td>11.6%</td>
<td>7.1%</td>
<td>2.8%</td>
<td>14,623</td>
</tr>
<tr>
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<td>13.9%</td>
<td>12.0%</td>
<td>7.9%</td>
<td>2.7%</td>
<td>15,340</td>
</tr>
<tr>
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<td>7.7%</td>
<td>26.2%</td>
<td>21.4%</td>
<td>10.1%</td>
<td>12.8%</td>
<td>11.5%</td>
<td>7.4%</td>
<td>2.9%</td>
<td>15,157</td>
</tr>
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<td>24.6%</td>
<td>22.3%</td>
<td>10.1%</td>
<td>12.9%</td>
<td>12.1%</td>
<td>7.7%</td>
<td>3.6%</td>
<td>15,131</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>6.0%</td>
<td>25.9%</td>
<td>21.0%</td>
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<td>7.6%</td>
<td>3.5%</td>
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<td>12.2%</td>
<td>11.3%</td>
<td>8.5%</td>
<td>3.9%</td>
<td>15,131</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>7.1%</td>
<td>26.3%</td>
<td>21.3%</td>
<td>9.8%</td>
<td>12.1%</td>
<td>11.1%</td>
<td>8.2%</td>
<td>4.0%</td>
<td>15,063</td>
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</table>

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

## Student Demographics

![Graph showing educational background distribution](image_url)

<table>
<thead>
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<th></th>
<th>No High School (HS)</th>
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<th>HS Diploma</th>
<th>GED</th>
<th>HS Cert.</th>
<th>Foreign HS</th>
<th>AA/AS</th>
<th>BA+</th>
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</thead>
<tbody>
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<td>55.6%</td>
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<td>2.5%</td>
<td>2.8%</td>
<td>5.4%</td>
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<td>0.0%</td>
<td>13,569</td>
</tr>
<tr>
<td>2004 (F99)</td>
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<td>2.5%</td>
<td>0.8%</td>
<td>57.8%</td>
<td>6.7%</td>
<td>2.3%</td>
<td>2.8%</td>
<td>5.2%</td>
<td>16.6%</td>
<td>0.0%</td>
<td>13,767</td>
</tr>
<tr>
<td>2005 (S00)</td>
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<td>0.8%</td>
<td>55.6%</td>
<td>6.8%</td>
<td>2.3%</td>
<td>2.8%</td>
<td>5.1%</td>
<td>16.2%</td>
<td>0.0%</td>
<td>13,910</td>
</tr>
<tr>
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<td>0.7%</td>
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<td>6.6%</td>
<td>2.1%</td>
<td>2.6%</td>
<td>7.5%</td>
<td>15.8%</td>
<td>0.1%</td>
<td>13,718</td>
</tr>
<tr>
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<td>6.0%</td>
<td>2.1%</td>
<td>2.3%</td>
<td>7.7%</td>
<td>15.0%</td>
<td>0.7%</td>
<td>14,615</td>
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<td>4.7%</td>
<td>0.7%</td>
<td>55.6%</td>
<td>5.6%</td>
<td>1.9%</td>
<td>2.2%</td>
<td>7.3%</td>
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<td>0.6%</td>
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<td>53.8%</td>
<td>5.3%</td>
<td>1.6%</td>
<td>2.3%</td>
<td>7.6%</td>
<td>17.6%</td>
<td>0.6%</td>
<td>14,604</td>
</tr>
<tr>
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<td>4.6%</td>
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<td>56.2%</td>
<td>5.0%</td>
<td>1.7%</td>
<td>2.4%</td>
<td>7.4%</td>
<td>16.6%</td>
<td>0.5%</td>
<td>14,871</td>
</tr>
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<td>5.5%</td>
<td>0.7%</td>
<td>55.0%</td>
<td>4.9%</td>
<td>1.7%</td>
<td>2.4%</td>
<td>7.3%</td>
<td>17.5%</td>
<td>0.4%</td>
<td>15,503</td>
</tr>
<tr>
<td>2012 (F07)</td>
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Source: Data Warehouse (Enroll:Student)
## Enrollment by Ethnicity

### STUDENT DEMOGRAPHICS

#### Bar Graph
- Other Minorities
- Hispanic
- White

#### Line Graph
- African-American
- Native American
- Asian/Pacific Islander
- Filipino
- Other

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<th>Hispanic #</th>
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Source: Data Warehouse (Enroll. by Student)
Enrollment by Semester of Full and Part-Time Students

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Source: Data Warehouse since Spring 1994

Full time: ≥ 12 units
A. INSTRUCTORS’ RESPONSIBILITIES

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

Faculty members have these major responsibilities:

TO STUDENTS:

• to inform students, in writing, about course requirements, grading and attendance policies

• to provide a classroom environment for learning that will not only stimulate intellectual curiosity but motivate students to do their best

• to teach

• to confer with individuals on their progress toward the course goals

• to help students solve study problems and to evaluate their potential achievement in fields familiar to the instructor, especially those in his/her own career and vocational area

• to know what services are available at Cabrillo and refer students with physical, emotional, learning, or other problems not in the instructor’s area of expertise to resources on campus

• to follow up with struggling students and to encourage their continued success in the class

TO THE COLLEGE:

• to provide instruction in accordance with the Mission Statement and objectives of Cabrillo College

• to provide instruction in classes according to established course outlines and in accordance with the description in the college catalog

• to meet each class at the regularly scheduled time for the full time allotted

• to maintain accurate attendance and scholastic records of students and submit required reports, including grades, according to deadlines

• to add students during the add period, up to the maximum expected enrollment for the class.
INSTRUCTORS’ RESPONSIBILITIES (continued)

B. PREPARING FOR THE FIRST CLASS

BEFORE THE FIRST CLASS MEETING, remember to:

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

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

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

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

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

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

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

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

9. Write and have duplicated a one or two-page course summary handout containing information about the course goals, texts, requirements, grading system and attendance policy you will use. Have your course summary handout ready to distribute during the first class meeting, and for all students joining your class late.

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

11. Review the instructions attached to the Grade Roster.

12. Order a key to your classroom, if needed, through your Division Office (to be picked up 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.
INSTRUCTORS’ RESPONSIBILITIES (continued)

C. THE FIRST CLASS SESSION

1. Introduce yourself. Write your name, course and section number, meeting times and days on the chalkboard or whiteboard.

2. Distribute the class syllabus and your summary handout and go over the information on them. Encourage questions about the course requirements, prerequisites, grading and attendance policies.

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

4. 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, and 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 you arrive promptly, provide evidence of careful planning, conduct class in a friendly businesslike manner, assure that a meaningful learning experience takes place that very first meeting, and that students get acquainted with each other and with you — you are letting students know that they will find learning in your classes is both challenging and fun. Cabrillo has achieved its reputation for teaching excellence by our faculty members’ effective use of these techniques and true ownership of these responsibilities.
INSTRUCTORS’ 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 printed on all Opening and Permanent Class Rosters.

   If you have space and the student is eligible to take the class (i.e., has taken the necessary prerequisites), 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 the Add Slip (stamped “Registration Completed”) 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 a student before dropping him/her from your class. Retention is important.

4. If it is necessary to drop a student, sign the Drop Slip that the student brings you. Note the drop date in the “Date All Drops” column of your Opening or Permanent Class Roster. Use the Census sheets to drop students whose absences exceed those permitted by your attendance policy.

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

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

**A. ABOUT COMMUNITY COLLEGE STUDENTS**

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

As an instructor, you will have to come to terms with this supremely important fact about community college students: They are diverse. They are much more diverse than high school students you may have taught, and more diverse too, than students you’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 and sixties. You will encounter homemakers eager to return to the classroom but unsure of their abilities as students, and you will encounter ex-convicts and reformed drug addicts. You will encounter undeniably brilliant students who would thrive at Stanford, and you will encounter academically under-prepared people who just aren’t ready for college. You will encounter extremely motivated, receptive students whose lives and souls you will permanently alter, and you will encounter recalcitrant, dug-in and difficult students who will work hard staying that way. In short, expect anyone… anything.

**B. TEACHING THE DIVERSE STUDENT POPULATION**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Pitching too Low</th>
<th>Pitching too High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td>Using too much slang or informal language during discussion.</td>
<td>Using too many arcane, ten-dollar, super-academic words and terms during lecture.</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>Depending too much on being amiable (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>
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<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, professional, all-business, inhumane front, and/or taking no excuse for missing class or not turning in a test or assignment.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td></td>
</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>
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</tbody>
</table>
Pitching Down the Middle

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

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

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

D. THE THREE Fs OF THE SUCCESSFUL CLASSROOM

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

Friendly:

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

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

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

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

**Fair:**

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

Beyond this, being fair might also mean:

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

**Firm:**

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

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

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

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

**F. RESPECTING STUDENTS**

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

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

- Sprinkle your criticism – perhaps even start it – with a few words about what the student does well. If he didn’t especially do anything well, make something up anyway.
- Include concrete suggestions for improving them to improve their work.
BEST PROFESSIONAL PRACTICES (continued)

Violating students’ anonymity—Students have a right to privacy, and you are obligated to respect it.

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

G. DOING WHAT YOU CAN TO CURB DROPOUTS

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

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

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

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

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

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

- First, ask the student what he/she thinks the problem is—why his/her grades are not very good or why he/she hasn’t been turning in the work.
- Second, listen to the student and sort out academic reasons from other reasons.
BEST PROFESSIONAL PRACTICES (continued)

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

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

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

H. ALTERNATIVES TO LECTURING

There’s nothing wrong with lecturing, it’s certainly the best way to get a lot of stuff out to students fast. As a teaching method, lectures may dominate what you do in a class because of the nature of the discipline or your course. 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 a different spin on content and enliven your course.

Class Discussions:

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

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

**Small-Group Discussions**

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

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

Small-group discussions need not turn into fruitless rap sessions if you require each group to use the terminology and concepts you’ve already established during your lecture.

**Short, At-Desk Writing Assignments**

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

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

**Student Presentations**

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

**I. METHOD AS CONTENT**

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

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

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

J. COVERING THE MATERIAL

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

Thus, we suggest you consider the advantages of being less hell-bent on cover 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.

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

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

Is writing hard? Sure it is. But may 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 review and evaluate, all student writing that is turned in.

Some departments and division also have specific policies about the kind and quantity of writing students must produce. Check with your division administrator about this.
L. ALTERNATIVES TO THE FORMAL PAPER

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

There is nothing wrong with having students write formal papers, at least not in theory. Practically speaking, however, most students find this kind of writing difficult. The perceived need to sound formal and academic often produces stilted writing, and somehow the sense of grammar and a thesis escape many student writers.

Many of our students simply have had very little instruction in and experience with the writing of formal papers. Students who take classes with no prerequisites are especially under-prepared to write the kind of papers their teachers would be proud to read.

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

**Learning Journals:**

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

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

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

**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 must determine your criteria for evaluation before you start reading. Additionally you must apply the criteria fairly and consistently to each exam.
In-Class Writing Workshops:

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

Short Writing Assignments:

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

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

Impressionistic Writing, Spontaneous Writing:

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

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

M. WRITING AS A PROCESS, NOT PRODUCT

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

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

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

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

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

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

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

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

We don’t ask you to be a public relations representative or always speak in glowing, super-positive terms about everything connected with the college. Nor is constructive criticism out of order. What you want to avoid, we believe, is indulging in out-loud, in-class negative commentary, especially when it is based on incomplete information. If you really don't know, say that and avoid saying anything else. You’ll do more good in the long run.
10.2  **Personal Illness and Injury Leave**

10.2.1  **Regular and Contract Employees**
Full-time regular and contract unit members shall be entitled to ten (10) days leave with full pay for each academic year of service for purposes of personal illness or injury and/or in the event a member of his/her immediate family (as defined in Section 10.4.2 herein), suffers from a catastrophic illness or injury. Regular and contract unit members who work less than full time shall be entitled to that ratio of the ten (10) days leave as their instructional assignment bears to a full-time assignment. The District and CCFT will work during the summer of 2007 to revise Appendices A-D for the utilization of leave.

10.2.1.1  **Children’s Center Teachers**
Children’s Center Teachers shall be entitled to eleven (11) days leave with full pay for each academic year of service for purposes of personal illness or injury and/or in the event a member of his/her immediate family (as defined in Section 10.4.2 herein), suffers from a catastrophic illness or injury. Children’s Center Teachers who work less than full time shall be entitled to that ratio of the eleven (11) days leave as their instructional assignment bears to a full-time assignment.

10.2.2  **Adjunct Employees**
Adjunct unit members shall be entitled to leave with full pay for purposes of personal injury or illness at the rate of one third (1/3) of a day per unit taught by the unit member per semester. Leave for adjunct unit members is deducted on a prorated basis, just as it is earned, for time missed due to personal illness or injury and/or in the event a member of his/her immediate family (as defined in Section 10.4.2 herein), suffers from a catastrophic illness or injury. The District and CCFT will work during the summer of 2007 to revise Appendices A-D for the utilization of leave.

10.2.2.1  **The District shall allow adjuncts to use their accumulated adjunct personal illness or injury leave without actually teaching the class** if all of the following conditions exist:

1. The adjunct unit member must in fact be sick or ill and the District may confirm this fact by having the unit member examined by a physician of its choice and the leave will be granted only if the District’s physician verified the illness.
2. The adjunct unit member’s entitlement to such leave is limited to one term.
3. The unit member must have reemployment preference in the discipline for which leave is sought.
4. The adjunct faculty member shall be a faculty member in good standing at the college with satisfactory evaluations.
5. The adjunct faculty member shall submit his/her request for leave in writing on a form satisfactory to the District as soon as he/she is aware of the fact that he/she will require time off.
6. The leave will be considered a work assignment. The amount of leave granted per day will correspond to the assignment that would otherwise have been initiated and completed unless the unit member and the appropriate administrator agree in writing to a smaller load.
7. Donations for catastrophic leave, Article 10.14, are not permitted in this provision, Article 10.2.2.1.

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

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

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

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

10.2.7 **Deduction from Leave**
A unit member who misses any scheduled duties due to personal and/or immediate family member illness or injury shall have leave deducted from his/her accumulated leave in increments according to Appendix A or B, where eight (8) hours deducted leave is equivalent to one day.
10.2.8 **Notification of Return**
A unit member shall make a reasonable attempt to notify the manager or designee of the unit member's intent to return or not to return the following day, prior to the end of the college business day.

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

10.2.10 The District shall provide each member of the bargaining unit an Annual Statement of Accrued Sick Leave as of the end of an academic year on or before the first day of the next academic year.
Appendix A
Cabrillo College Faculty Absence Report

1) Name: ________________________________

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

3a) Class Absence:

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

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

Signature & Date: ________________________________

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<tr>
<th>DataTel ID</th>
<th>(2) Base Load (contract and adjunct fac)</th>
<th>(3) Paid Overload TU's (contract faculty only)</th>
<th>(4) Total TU's = (2) + (3)</th>
<th>Hours Dedicated = 40 x (1) / (4)</th>
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<tbody>
<tr>
<td>15 TU's</td>
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Division Dean Signature & Date: ________________________________

Distribution, upon completion by division office: original to Payroll, 1 copy to faculty member, 1 copy to division office

Revision: September 9, 2007
Notes on use of Faculty Absence Report:

Basic Guidelines:

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

General Rule for Assignment Weight for class assignments:

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

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

Examples of Assignment Weights:
Normal lecture = 1 TU / 1 Hour = 1.0
Lab or Studio Art = 0.75
Science Lab (as specified in 11.2.2.5) = 0.80
Physical Education = 0.75
3 unit class with composition factor = 1.33
4 unit class with composition factor = 1.25
5 unit class with composition factor = 1.20
Class with writing factor = 1.25
Academic Specialists with 36 scheduled hours per week = 15 TU / 36 hours = ½.4 = 0.41667
Children’s Center = 15 TU’s / 40 hours = 3/8 = .375

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

Revision: September 9, 2007
BOOKSTORE

Bookstore Services

1. The Bookstore will “special order” textbooks not stocked for staff members or departments. Feel free to call the book department at x5020 for assistance.

2. Faculty are eligible for educational discounts on computer software and Apple computers, and an employee discount on most items in the Bookstore. Present your staff ID at checkout to receive your discount.

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 7:45 a.m. to 6:30 p.m. Monday through Thursday and 7:45 a.m. to 3:00 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

1. Put complete and exact author, title and edition (and ISBN number if available), and note the status of “required” or “optional” on the textbook requisition to assure receipt of the correct book. Please consult your Division Assistant for textbook selection information.

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.
ACCIDENT REPORTS

As a faculty member, you may be faced with the possibility of witnessing a student accident on campus, or during a field trip. If the situation appears life-threatening due to unconsciousness, bleeding, chest pains or other serious conditions, do not hesitate to immediately call 911, then contact the Campus Sheriff’s Office at ext. 6313, and Health Services at 6435. If the accident is not life-threatening and the person is ambulatory, complete an Accident/Incident Report and refer the student with the form to Health Services, Room 912 in building 900. If the student needs assistance to get to 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 Aptos campus, the Watsonville Center, the Scotts Valley Center, or a college off-campus facility. Courses given in their entirety in the field are designated “study travel” and are covered by the study travel policy. Athletic trips are covered by the athletic trip policy.

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

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

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

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

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

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

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

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

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

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

The field trip may be scheduled at any appropriate time; however, if attending a field trip will cause a student to be absent for another class, that student may not be required to take the trip unless arrangements mutually satisfactory to the student and the other instructor can be made for the missed work to be made up.
In accordance with the California Education Code Section 35330, it is the policy of Cabrillo College to provide Study Travel Programs that shall include study travel/field study courses and semesters abroad. A study travel/field study course, usually short term in length, is taught off campus in order to present course content within a specific environment; a Semester Abroad program provides a full-term program of study offered at a site in a foreign country. Current program information is available in the BELA Division office.

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

The purpose of Study Travel Programs is instruction that allows students to:

1. Develop international perspectives
2. Receive appropriate credit for courses meeting the same curriculum standards as courses on campus
3. Experience and learn from a cross-cultural environment
4. Study course content within a biological, geographical or cultural context

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

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

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

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

The Instruction Office and the Study Travel Committee shall submit approved programs to the Superintendent/President for conceptual approval.
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 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. You will need to download and print your own roster from WebAdvisor. 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 Center and the Watsonville Center 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 14, 2008 for fall or Saturday, February 21, 2009 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 opening roster for those 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)
- Ana Celia Ruiz, Admissions & Records Coordinator, 479-6219, anruiz@cabrillo.edu (Aptos)

Listed below are the forms 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 your 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 2008: **Saturday, September 14, 2008**, Spring 2009: **Saturday, February 21, 2009**).

2. **Be sure to withdraw “no-show” and non-attending students at Censes, so we do not inappropriately collect State funding. Return Census Reports by the deadline:**

   Fall Deadline = September 14, 2008  
   Spring Deadline = February 23, 2009

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

3. Deadline for arranging for “pass/no pass” with you:

   For full-term courses, fall is October 4, 2008; Spring 2009 is March 14, 2009.

4. Last day for a student to withdraw with a “W.” For full-time courses, fall deadline is November 22, 2008; Spring is May 9, 2009.

   **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 printed 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. You should access your census report on WebAdvisor and follow the online instructions.

   **YOU MUST RETURN CENSUS REPORT BY 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 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 the Census Report, 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 Admissions 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.

**REINSTATEMENTS**

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.

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**ALL REINSTATES MUST BE HANDLED AT THE GRADE DESK PRIOR TO GRADE ROSTERS BEING PRINTED**
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 objectives 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.

      d. 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, 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
Name __________________________________________ Semester/Year ____________________________
Address __________________________________________ SSN/Student ID No. ____________________________

Petition to Repeat a Course
(beyond maximum times allowed)

During the semester listed above I am petitioning to enroll in Course __________________________ Section #________ Instructor __________________________

1.) _____ I am currently enrolled in this course for the first time and do not expect to receive a passing grade. I need to re-register in it.

2.) _____ I have an "F" grade, but want to retake this course. I want the default grade from my incomplete contract (must be a D, F or NC). Initials of student: _______

3.) I meet the following conditions as listed in the Cabrillo College catalog:

   a.) Including the current term, I have received two or more substandard grades (D, F, NC or W).

   MATH courses must have Counselor's signature (#3a only) Date __________________________

   b.) *I received a satisfactory grade (A, B, C or CR) and there has been a significant lapse of time since I took this course (two (2) or more years).

   c.) I meet the requirements of Section 504 of the 1973 Rehabilitation Act (Title 5, Section 5504).

   Director of Disabled Services (#3c only) Date __________________________

   d.) I need to repeat this course for re-certification or re-licensing as determined by any outside agency. (attach documentation)

   Name of Agency: ___________________________________________________________

For Office Use Only:
Enrolled by/Date __________________________
   ___ approved
   ___ denied
   ___ returned for documentation

A&R __________________________ Date __________________________

   *Although I received a satisfactory grade less than 2 years ago, I need to retake this course due to the following extenuating circumstances:
   accident ___ illness ___ circumstances beyond my control
   (attach documentation and explanation)

   Division Dean (#3f only) Date __________________________

   (Please please write comments on back)

*ONLY the original satisfactory grade (A, B, C or CR) will be calculated for the Cabrillo GPA and will be recognized by transfer institutions.

Student Signature __________________________ Date __________________________

1petition 051104
WEBADVISOR ROSTERS AT A GLANCE

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

Logging in
- Click on the “Log In” tab
- User ID = first initial, middle initial, full last name (if you have trouble, click on “What’s My User ID”)
- Initial Temporary Password = birth date (mmddyy eg: 121752)
- Be sure to enter a hint for your new password!
- Click on “Faculty.” (If you’ve logged in and “Class Roster” does not appear as an option on the “Faculty Menu,” you do not have faculty access to WebAdvisor. Email Loren Washburn at loren@cabrillo.edu requesting faculty access. Include your name and department. This may take a few days to process.

Class Rosters
- Click on “Class Rosters”
- Choose a term and click on “Submit”
- All of your classes for the term will appear. Check the class that you’d like to view. Checking 2 or more will result in an error message.
- View up-to-the-minute list of students enrolled or waitlisted
- Check “Student Profile” for more information
- Rosters cannot be easily exported to use in Excel or a grade book software. We’re working on it…
- The students aren’t numbered and there is no count of the students. We’re also working on that!

My Class Schedule
- Click “My Class Schedule” to view all of your classes for recent terms including any class for which registration has started.
- Does not allow for entry of positive hours.
- Need to develop reports for A&R to track who still has outstanding grades.
- Need a way to collect Incomplete and Grade Change forms.

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

Confidentiality
This is not new, but bears repeating. Student data is confidential and for your eyes only! Treat it as if it were your personal credit card data by following a few common safeguards.
- Minimize your WebAdvisor window if a student comes into the office.
- Give no one your password.
- If you export the data to a laptop or PC, continue to treat the data with respect and caution.
- No demographic data about a student should be given to another student.
WEBADVISOR ROSTERS AT A GLANCE (continued)

Getting help with WebAdvisor
There are lots of people lined up to help you!
- Questions about Logging in – Always begin by asking your division staff. They have been trained and are happy to help. If you are still having problems, the Help Desk (479-6392) or Loren Washburn (lowashbu@cabrillo.edu or 479-6555) are also available.
- Questions about your sections – Ask your Division Office staff
- Questions about student enrollment – Admissions & Records
- Questions about browser versions or connectivity - Help Desk (479-6392) or Loren Washburn (lowashbu@cabrillo.edu or 479-6555)
- Reporting broken links, unclear messages, confusing responses – use the link on the “Faculty Menu” on WebAdvisor called “Faculty Feedback.” Someone in IT will get back to you about these issues. Note: Compliments are accepted too!

Faculty Feedback
Be sure to submit “Faculty Feedback” concerning your experience with WebAdvisor rosters, keeping in mind that WebAdvisor is a software package that Cabrillo purchased from the Datatel. It is not a custom software designed in-house. Only items that prevent us from doing business will be considered for possible modification. Cabrillo does not have the resources to make modifications to the general design of WebAdvisor, such as font color or word positioning.
Recognizing that the classroom presentation does not always allow sufficient time for consideration and elaboration of special topics of interest to instructor and student, Cabrillo College, under limited circumstances, offers special study courses. These courses allow the student to explore special aspects of subject matter with one or more faculty members or have an opportunity to review in greater detail the material covered in class. Special study classes are limited to those classes that transfer. Four-year colleges and universities may limit the number of special studies units that are accepted. See college catalog and CCFT Contract, and speak to your division dean for more information.

Registration Process for Special Studies:

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

Guidelines for Completing this Form:

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

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

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<td>Anticipate</td>
<td>Improvise</td>
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<td>Synthesize</td>
<td>Explain</td>
<td>Evaluate</td>
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<td>Deduce Valid Conclusions</td>
<td>Compare and Contrast</td>
<td>Apply Principles</td>
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<tr>
<td>Solve Novel Problems</td>
<td>Identify, Anticipate and Pose Problems</td>
<td>Critically Assess</td>
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<td>Justify</td>
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Other exercises may also be acceptable to the Curriculum Committee.
HONORS PROGRAM

Cabrillo College provides opportunities for student enrichment and recognition through an honors program that:

1) Promotes academic excellence;
2) Benefits students of exceptional academic preparation, ability, creativity, or motivation; and
3) Enhances faculty curriculum development through close involvement in the teaching of such students.

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

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

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

Honors Special Studies
Honors Special Studies (Subject 22) extends or deepens a student's knowledge of a particular field. Subject 22 is a unique course, receiving a letter grade and honors designation on the transcript. It is an appropriate alternative when the material to be studied surpasses existing course content. Students should meet with a counselor to determine transferability of Subject 22 courses.
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.
EXCLUSION FROM CLASSES

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 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 division dean, stating the published date, time, place and the new date, time, place; a statement that all students know and agree to the change; and an indication that there is a room available for the exam. The change may be made only with the approval of the dean and notification to the Office of Instruction.
Enforcement, interpretation and waiving of academic regulations are handled by the Academic Council a standing committee of the Faculty Senate.

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

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

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

STUDENT AFFAIRS

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

DISRUPTIVE BEHAVIOR

Disruptive behavior should not be tolerated. See the Student Rights and Responsibilities Handbook for procedures involving disruptive behavior. Disruptive behavior forms to report incidences can be obtained either on the Campus Public Drive under Student Services, or in the Student Rights and Responsibilities Handbook. A Flex activity entitled “Classroom Management/Student Discipline” by Sesario Escoto is scheduled at the beginning of each semester to walk faculty through the disruptive behavior reporting process. For very serious incidents jeopardizing the safety of students and faculty, call 911 immediately. For questions or individual consultation call the Dean of Student Services, Sesario R. Escoto at 479-6525.

COUNSELING

Mission Statement:

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

Services:

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

Academic Counseling:

Occupational and two-year degree advising
Provides students with information about the requirements for the Associate Degrees (A.A./A.S. degrees) and occupational programs offered at Cabrillo. Students receive an academic plan to help them achieve their goals.
STUDENT SERVICES (continued)
COUNSELING (continued)

Transfer Advising
Provides students who plan to transfer to a four-year college or university with information about four-year college admissions and programs and the transferability of Cabrillo’s courses to those institutions. Students can obtain an academic plan that will include admission and general education requirements, as well as the courses that will best prepare them for their major.

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

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

Other Services Available through the Counseling Department include:

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

STUDENT HEALTH 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/studentserv/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.
STUDENT SERVICES (continued)

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 2008-2009 Catalog.

FINANCIAL AID AND SCHOLARSHIPS OFFICE

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

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

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

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

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

Cooperative Agencies Resources for Education (CARE)

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

STUDENT EMPLOYMENT

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

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

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

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

Service Learning is for students who are co-enrolled in a course that offers a Service Learning option. Service Learning integrates community service with academic learning, focusing on meeting community needs and achieving course objectives. Individual course listings will specify if a course includes a Service Learning option.
To enroll, a student must be enrolled in a minimum of seven units including Work Experience Education, have a full or part-time paid or volunteer job, attend a one-hour orientation session, and develop learning objectives with the assigned faculty instructor and the worksite supervisor.

If a student does not currently have a job, the Cabrillo College Student Employment Center, 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 offer a variety of services to enable students with disabilities to function independently in the educational environment. The objectives of these services are to integrate and mainstream students with disabilities into general campus programs and activities.

The following services are provided to students enrolled through the Disabled Student Services Office 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
Phone: (831) 479-6344
Open: Monday – Thursday 8:30 AM – 5:00 PM
       Friday 8:30 AM – 12:00 PM

Staff:  Dena Taylor, Program Manager;  Catherine Lachance, Services Coordinator;  Karen Farrow, Job Development Coordinator;  Claire Rubach, Academic Counselor;  Shelly Jo Skye, Academic Counselor;  Alicia Hernandez, Program Specialist;  Nancy Moody, Program Specialist.
LEARNING SKILLS PROGRAM

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

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

STUDENTS WITH LEARNING DISABILITIES

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

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

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

TRANSFER/CAREER CENTER

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

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

For more information, visit the Cabrillo Transfer/Center in Building 100, or call 479-6385. Hours are Monday through Thursday, 8:00 a.m. to 5:00 p.m. and Friday, 8:00 a.m. to 4:00 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 decision as to which ESL classes are appropriate for their skill level. Orientation schedules are available at the Assessment Center, the counseling office and the Watsonville Center.

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-com-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.
STUDENT SERVICES (continued)
MATH LEARNING CENTER (continued)

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 to students may enroll at any time during the semester. Reading classes are provided at the Aptos and Watsonville campuses.
STUDENT SERVICES (continued)

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.

For more information, contact Helene Simkin Jara, Tutorial Coordinator (479-6470), or Steve Pluhacek, Laboratory Instructional Assistant (479-6126).

COMPUTER TECHNOLOGY CENTER

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

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

- Nine PC and Macintosh Teaching Labs – 200/300/500/700/1300/2500 buildings: The eight teaching labs enable instructors to demonstrate software and follow this up with hands-on exercises on either Macintosh or PC computers. Use of these classrooms are scheduled a semester at a time.

- Music Studio – 1400 building: A digital recording studio used by the music department.

- Open Access Lab – Located in the Computer Technology Center, the Student Open Access Computing Lab is for registered students of Cabrillo College. To use the facility, a student must enroll in CABT510, a no fee, no credit course. Students may enroll at any time during the semester but are encouraged to enroll early to avoid last minute pressure of completing an assignment. 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 Noon – 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. Over 90,000 items (books, eBooks, DVD/Video titles) are listed in the online catalog in the library. The library provides a wide selection of full text database subscriptions to support instruction. The list of online resources includes, but is not limited to: EBSCOhost Academic Search Premier, 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, and the Oxford English Dictionary. There are over 3,000 video/DVD titles. Access to all of the resources is available from the 45 workstations in the Reference area of the library as well as from any workstation on campus. Remote access to electronic resources is also available for students and staff with a library card.

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

**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;
- Two workstations equipped with Kurzweil reading software.
- A CCTV enlarging reader
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 hands on experience with course related online information resources. Please call a librarian for scheduling a session.

COLLECTION DEVELOPMENT DEPARTMENT

Faculty are encouraged to contact and work with the appropriate librarian 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.

TEXTBOOKS ON RESERVE

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

This innovative textbook loan program is funded by a $15,000 grant from the Cabrillo College Student Senate. The goal of the program is to guarantee that at least one copy of the most expensive required textbooks is on reserve. Students may check out the books for two hour periods.

SERVICES FOR REMOTE USERS

Full Text 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 Full Text resources from home. Faculty and students are able to apply for a library card online, review their own checked out items, renew materials online, and place a hold on an item checked out to another user.
LIBRARY (continued)

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 four computers with specialized software to support Dental Hygiene and Geography 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)479-5696
Reading Center, Room 1063: (831)479-6573
Writing Center, Room 1060W: (831)479-6319
SERVICES AVAILABLE TO FACULTY

INFORMATION TECHNOLOGY

The Information Technology (IT) department is located in Building 1200 on the ocean side (lower) of campus. Information Technology includes all services related to technology including telephone, computers and media services.

HELP DESK SERVICE

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

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

COMPUTER ACCESS FOR NEW EMPLOYEES

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

TELEPHONE SERVICE REQUESTS

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

MEDIA SERVICE REQUESTS

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

Instructors who plan to use 16mm films in classes are encouraged to work with media services technicians to facilitate the transfer of these films to video tape, DVD or other updated media. We are trying to phase out films. Please contact the HELP desk immediately for any media service equipment is in need of repair.
SERVICES AVAILABLE TO 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). The IT budget does not allow for the funding of new computers or upgrades to existing computing equipment or software. IT will provide recommendations for hardware specifications and for appropriate vendors to purchase this type of equipment. For assistance with technology choices, or to discuss/review/receive approval for technology purchases, contact Ray Rider, Manager of Technology Services (ext. 6577). You may also wish to check the purchasing web page: http://www.cabrillo.edu/busserv/purchasing/ for recommendations on hardware vendors, products and prices. Purchasing can also assist with recommendations for approved hardware and software solutions, as well as multimedia products.

TEACHING & LEARNING CENTER

The Teaching & Learning Center 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 a.m.-5:00 p.m. 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, Room 1095 at extension 6191.

In most cases, test results may be obtained in 15 – 30 minutes.
SERVICES AVAILABLE TO FACULTY (continued)

CHILDREN’S CENTER

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

Located on lower campus in building 1700, 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 five months to five 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 900 building, food service provider Taher operates a cafeteria and coffee bar. The cafeteria serves a variety of menu items, and the coffee bar serves specialty coffee, tea and other beverages.

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

Catering services are also available for on-campus events Monday – Friday. Contact Taher at extension or 6529 for more information.
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 or use the online form on the Duplications website (http://www.cabrillo.edu/internal/duplications/index.html).

DUPLICATION REQUEST FORMS

- Duplication Request forms are located in the staff lounge or in Duplications (Room 2551) and online at http://www.cabrillo.edu/internal/duplications/index.html. 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 locations, 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-hours submissions (across the breezeway from the Business Office).
- Depending upon your indication on the request form, your work will either 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 format/extensions are acceptable. If you are in doubt whether your file type is acceptable, call Dani and she 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 budgeted 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.
- Deadlines are subject to change, but typically readers need to be submitted by December 1 for the Spring Semester & Intersession, May 1 for the Summer Session, and June 1 for the Fall Semester. When a deadline falls on a holiday or weekend, the deadline will be the following working day.
DUPLICATIONS  (continued)

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 ability to run 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 one-week lead-time.
- Readers need to be submitted by: Dec 1 for the Spring Semester (this may change due to the 4-1-4 calendar); May 1 for the Summer Session and June 1 for the Fall Semester.
DUPLICATIONS (continued)

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 test.
- 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.

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

COPYRIGHT

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

• District employees will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act as amended, governing use of copyright materials.

• Supervisors are responsible for establishing practices that will enforce copyright law.

• Employees found to be in willful infringement of the law may be subject to disciplinary action.

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

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

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

COPYRIGHT FAIR-USE GUIDELINES

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

• A chapter from a book
• An article from a periodical or newspaper
• A short story, short essay or short poem, whether or not from a collective work
• A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper
COPYRIGHT (continued)
COPYRIGHT FAIR-USE GUIDELINES (continued)

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
- Meets the cumulative effect test as defined below
- Each copy includes a notice of copyright

DEFINITIONS – BREVITY

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

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

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

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

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

SPONTANEITY

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

ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
COPYRIGHT (continued)
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 there from are accumulated or reproduced and used separately.

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

C. Copying shall not:

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

D. No charge shall be made to the student beyond the actual cost of photocopying.
TUBERCULIN OR “TB” TESTS
California state law and College policy require that all College employees provide proof of freedom from active tuberculosis. Prior to beginning work, you will need to provide test results to the Human Resources (HR) department to certify you have had a current negative TB skin test or chest X-ray within the past four years. To assist you in providing this proof, the Cabrillo College Student Health Services office (Room 912) provides a two-part TB skin test free of charge. Hours of operation during the Fall and Spring semesters are generally as follows:

TB Tests Administered: Monday and Tuesday, 9:00a.m.-1:00p.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 10:00a.m. must be read between 10:00 a.m. on Wednesday and 10:00 a.m. on Thursday of the same week).

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

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

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

You may wish to call the Cabrillo Sheriff’s Office in advance at (831) 479-6314 to be certain the Live Scan operator is on duty. Your criminal history clearance report must be received prior to starting your assignment – so please plan accordingly.

STAFF IDENTIFICATION CARD
Faculty and staff are invited to obtain a staff identification card. In addition to establishing your identification as a college employee, this card will enable you to receive a 20% discount at the Cabrillo College Bookstore, and may be used by the College Bank to establish your eligibility for a 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. Please have the Sheriff’s Office send your photo to HR, or bring the photo with you to the Human Resources department in building 900 at your earliest convenience to have your card processed.
SOCIAL SECURITY CARD
You must bring an original Social Security Card to the Human Resources Department on or before your first day of work. This is a requirement for payroll and income tax purposes. The name on your Social Security Card will be the same name that appears on your paycheck. If your name has changed, you must apply for a new card. If need to make a change, or you do not have a valid Social Security Card, you will need to apply immediately for a replacement card at a Social Security Office. The closest offices to Cabrillo are:

- 175 Walnut Ave., Santa Cruz, (831) 426-8111
- 180 Westgate Dr., Ste. 301, in Watsonville, (831) 722-7141

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

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

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

PAY CHECK
Contract and adjunct faculty receive their assignment payment on the last working day of the month. 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, and adjunct faculty members with re-employment preference (see CCFT contract for eligibility information). Any specific questions about your paycheck should be directed to the Payroll Office at (831) 479-5615.

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

HUMAN RESOURCES DEPARTMENT HOURS
The Human Resources department, located upstairs in building 900, is open Monday through Thursday, from 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:00 p.m., and on Fridays from 9:00 a.m. to 12 noon. For further information related to your employment, please stop by the Human Resources Department (HR Main Office: Room 906; Academic Personnel Technician and Benefits, Room 909M) during normal hours of operation, or call (831) 479-6217. Please also visit the Human Resources website at http://www.cabrillo.edu/services/hr/apps/index.html.
Business calls
Monday – Friday
479-6313
8:00 a.m. – 5:00 p.m.

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

Non-emergency deputy response
477-1121

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

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

EMERGENCY
911

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

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

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

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

Article I: Name

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

Article II: Purposes The purposes of this organization shall be:

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

Article III: Membership

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

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

Article IV: Officers

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

Section 2: Senate officers shall receive reassigned time as described in the Bylaws.
Article V: Terms of Office and Elections

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

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

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

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

Article VI: Meetings

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

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

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

Article VII: Committees

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

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

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

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

Article VIII: Orders of Business and Parliamentary Procedure

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

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

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

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

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

Proposed changes to the constitution, Fall 2005 Changes to the Constitution ratified by Faculty, Fall 2005
## COLLEGE STANDING COMMITTEES

- Administrative Council
- Articulation Council Management
- Cabrillo Hispanic Affairs
- Central Coast Small Business Development Center Advisory Board
- College Planning Council
- Council on Instructional Planning
- Curriculum Committee
- Disabled Student Service Program Advisory Committee
- Disruptive Behavior Intervention Committee
- Distance Learning Committee
- Diversity Committee
- Education Advisory Committee
- EOPS Advisory Committee
- Facilities Planning Advisory Committee
- Faculty and Staff Diversity Advisory Committee
- Financial Aid Committee
- Fringe Benefit Committee
- Governmental Relations Committee
- Institutional Advisory Committee
- Instructional Administrators Council
- Instructional Council
- Library/Learning Resources Committee
- Management Professional Development Committee
- Matriculation Committee
- Occupational Advisory Committees
- Occupational Education Program Council
- Off Campus Advisory Committees
- Sabbatical Leave Review Board
- Safety Committee
- Sesnon House Advisory Committee
- Sexual Harassment Committee
- Staff Development Advisory Committee
- Student Discipline Hearing Committee
- Student Services Advisory Committee
- Student Services Council
- Technology Planning and Advisory Committee
- Transfer Center Advisory Committee
- Transportation Advisory Committee

## FACULTY SENATE STANDING COMMITTEES

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

## CCEU STANDING COMMITTEES

CCEU’s standing committees include: Classification Study Committee, Labor/Management Committee, and the Professional Growth Committee. Who’s Who information regarding the Cabrillo College Employee Union can be found on their website: [http://www.cabrillo.edu/associations/cceu/index.html](http://www.cabrillo.edu/associations/cceu/index.html)
PURPOSE

In recognition of the Cabrillo College 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 and Scotts Valley/San Lorenzo Valley communities. To accomplish this, an educational outreach center was established in Watsonville in 1987 and in Scotts Valley in 2007. The goal at these centers has been to offer an array of educational offerings and support services tailored to the specific needs and desires of the communities they serve. 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 centers.

In Fall 2001, the Watsonville Center program expanded with a three-story new building next to the facility at 318 Union St. Enrollment at the centers for spring 2008 was 2,226 in Watsonville and 800 in Scotts Valley; FTES was 447 in Watsonville and 96 in Scotts Valley.

GOALS

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

This information has been prepared for those faculty teaching at the education centers. A more extensive orientation is given each semester during Flex Week at each center’s orientation session. The centers offer a unique teaching opportunity for both part-time and contract faculty. One expressed purpose of the centers is to provide convenience and opportunity for students in the Pajaro Valley, Scotts Valley and San Lorenzo Valley through both course offerings and services. A less obvious, but important element is to provide service for those who teach at the centers.

MAIL DISTRIBUTION

All faculty and staff serving the centers have a mailbox at the center. At the Watsonville Center, the mailboxes are in the faculty workroom on the second floor of the 3-story building. At the Scotts Valley Center, the mailboxes are in the main office during the fall and spring terms and in the faculty office for the summer term. Please check this box every day before and after class. Mail is delivered to and picked up from the Watsonville Center daily, and the Scotts Valley Center mail pickup and delivery is on Tuesdays and Thursdays. Faculty who teach at both the Aptos campus and one or both centers will receive their mail at the Aptos campus, but you may request to have all your mail sent to either center by notifying center staff and your division office.
Education Centers (continued)

STUDENT SERVICES AT THE EDUCATION CENTERS

Faculty members are frequently the first line of referral for student services, and informed faculty become the very best source of referrals. The Watsonville Center provides significant levels of services for such areas as admissions, assessment, counseling, registration, and financial aid. The Scotts Valley Center provides services for admissions, registration, counseling, and financial aid on a limited basis. A complete list of services is provided in the faculty orientation packet for each center 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 in Watsonville are provided in the Student Resource Center, room 4320 on the first floor of the new building. For more information, call 477-5134 for Watsonville and 477-3550 for Scotts Valley.

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 either center. In Watsonville, the number for Admissions and Records is 477-5100 (x4100 if dialed from on campus) and the office is located in the main lobby area of the historic building. In Scotts Valley, the number is 477-3550 (x3401 if dialed from on campus) and the office is inside the main entrance to the building. Assistance is also available from the site coordinators at Scotts Valley, located in the main office, and from the Dean of Education Centers in office 4401 at the Watsonville Center or the administrative assistant in office 4402. Accurate and timely reporting of records information is critical to both the centers’ development, and to the total college effort. Please note that if faculty have not requested that mail be forwarded to either center, roll sheets will be put in faculty mailboxes at the Aptos Campus.

COUNSELING/EOPS

Counseling is available at the Watsonville Center and on a limited basis in Scotts Valley. In Watsonville, these services are provided at the Student Resource Center (SRC) in room 4320, which also offers print and online resources for students with information on transfer to four-year universities and careers. Limited hours for other programs such as EOPS/CARE, DSPS and FTTW (Fast Track to Work) are also provided at the SRC.

FINANCIAL AID/SCHOLARSHIPS

Application materials are available at both centers. Financial Aid staff provide counter service in Watsonville at the Student Resource Center Monday-Thursday from 8:00a.m.-6:00p.m., and from 11:00a.m.-3:00p.m. on Fridays. In Scotts Valley, Financial Aid staff is available in the main office from 4-6 pm on Mondays and 9-11 am on Thursdays. Students may also make an appointment to see a financial aid advisor in Watsonville or Aptos. 24-hour phone service is available in English and Spanish for students to access information or leave messages at 479-6415. To speak to Financial Aid staff directly at the centers, call 477-5134 for Watsonville and 477-3405 in Scotts Valley.
Education Centers (continued)

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 9:00a.m.-8:00p.m. Monday-Thursday, and 9:00a.m.-3:00p.m. 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, and over-the-counter supplies such as ibuprofen and condoms, (in Watsonville Student Resource Center-Rm 4320 & dispenser in hall at Scotts Valley), as well as occasional services such as immunization clinics are provided at both centers. 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, or administrative/faculty areas at the centers. Faculty should use the Accident/Incident Report Form to report class or field trip accidents. Accidents should be reported as soon as possible. Cabrillo College offers no “medical insurance plan”.

STUDENT AFFAIRS

Students attending classes at the centers have the same full voting privileges as any Cabrillo student. There is a representative from both the Watsonville Center and the Scotts Valley Center on the Student Senate, and the Watsonville Center has an office for student club use. Students can have their picture taken for the Student Activity Card at the Student Resource Center in Watsonville as well as the Student Affairs office in Aptos. This card offers various discounts at businesses and entitles students in Scotts Valley to free scantrons.

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. Scotts Valley students will need to assess at the Aptos campus.

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 at the Watsonville Center. 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. Scotts Valley students have access to the many online resources the library offers, including applying for a library card and searching the collection.
KEYS

Maintenance & Operations staff will open and secure the Watsonville Center, except for Saturdays when the first instructor to arrive will have the responsibility of unlocking the building and deactivating the alarm, and the last instructor to leave will lock the facility and set the alarm. In Scotts Valley, the first tenant to enter the building will unlock and the last to leave will lock, so often the tenants on the second floor will unlock before Cabrillo College personnel arrive. Faculty will be issued keys that unlock classrooms, the multimedia cabinet in the classroom, the faculty workroom and their assigned office. Those faculty who need outside door (building) keys will be issued these also. 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 (Watsonville) or the main office (Scotts Valley) for faculty use only – no students should be allowed to make copies. In Watsonville, a coin operated copier is available in the Student Center outside the bookstore and in the Integrated Learning Center (room 4410) for student and public use. Faculty will be given an individual code for the copier designed for faculty use. In Scotts Valley, the coin-operated copier is in the hallway by the vending machines.

CHANGES OF CLASS TIME OR DATE

Consistent with the main campus procedures, notify and attain clearance from your division office. In addition, if your class is in Watsonville please notify the administrative assistant at 477-5153, and if in Scotts Valley please notify the site coordinators at 477-3402.

PARKING

Limited parking is available near the centers, and additional information on available parking in the proximity is provided to faculty at the Flex week orientation. Please see page 13 for main campus parking. Staff parking stickers, which are valid for Aptos, Watsonville and Scotts Valley, are available from the administrative assistant in office 4402 in Watsonville and from the site coordinators in the main office at Scotts Valley.

CAMPUS SHERIFF’S OFFICE

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

There is a Sheriff’s Office deputy or security guard on duty in the evenings, Monday through Thursday, at the Watsonville Center.
OTHER RELATED EDUCATION CENTER INFORMATION (continued)

EVENING ASSISTANCE

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

Scotts Valley Center: The evening site coordinator is on duty from 5-8 pm Monday-Thursday, and the Dean of Education Centers is on call for additional assistance as necessary.

DUPLICATIONS

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

BOOKSTORE

The bookstore (Hawk Shop) sells text books and supplies at the Watsonville Center for classes taught in Watsonville. It is located on the first floor of the new building just inside the main entrance. Hours are 10:00a.m. to 6:30p.m. Monday –Thursday only, closed 2:00-3:00p.m. for lunch. For Scotts Valley classes, students may order books online through the college bookstore’s website.

RESERVE MATERIALS

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

TELEPHONE

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

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

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

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

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

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

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

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

C. UNUSUAL OCCURRENCE: NON-EMERGENCY

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

- Cabrillo Sheriff’s Office ext. 6313 during normal business hours or 688-1117 anytime
- Watsonville non-emergency: Police 728-6110, First Alarm 688-1111 (cancel code 4-1083)
- Scotts Valley non-emergency: Police 440-5670, Fire Alarm Company 688-0695 (ALA Alarm)
BP 5040
NONDISCRIMINATION

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

Discrimination or harassment on the basis of ethnicity, national origin, religion, age, sex, race, physical or mental disability or sexual orientation, and any other protected status category as may be designated by law, in the District's programs, activities and work environment is considered unlawful and shall not be tolerated by the District.

The District strongly forbids any form of discrimination and has enacted procedures to recognize and eliminate unlawful discrimination or harassment.
I. Introduction & Scope
These are the written policies and procedures for filing and processing complaints of unlawful discrimination and harassment at Cabrillo Community College District. These policies and procedures incorporate the legal principles contained in unlawful discrimination provisions of state and federal substantive and procedural requirements.

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

A. Unlawful Discrimination and Harassment Policy
The policy of the Cabrillo Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination or harassment on the basis of ethnicity, national origin, religion, age, sex, sexual orientation, race, or physical or mental disability, and any other protected status category as may be designated by law, in any of its programs or activities.

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

B. Academic Freedom
Cabrillo College District recognizes that academic freedom provides a foundation for intellectual stimulations 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, which are presented in the spirit of free and open dialogue. Employment by the District does not in any way restrict or limit the First Amendment right enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. To this end, academic freedom shall be assured, subject to limitations imposed by law and by the academic standards of the college and the state.
II. Definitions
Definitions applicable to nondiscrimination and harassment policies are as follows:

A. “Appeal” means a written request to the Cabrillo College Advisory Panel, Governing Board, or the State Chancellor’s Office for review of a determination made following investigation of a discrimination or harassment complaint, as permitted by AR 5040 or Title 5.

B. “Complaint” means a written and signed statement meeting the requirements of section 59328, which alleges unlawful discrimination or harassment in violation of this subchapter.

C. “Days” means calendar days unless otherwise specified.

D. “Responsible District Officer” means the District Officer identified by the district to the Chancellor's Office as the person responsible for receiving complaints filed pursuant to section 59328 and coordinating their investigation.

E. “Discrimination on the basis of sex” means sexual harassment or discrimination on the basis of gender.

F. “Manager” means anyone who is authorized to recommend or to make personnel or educational decisions affecting an employee or student, or who is otherwise authorized to transact business on behalf of the Cabrillo College District.

G. “Sexual harassment” means unlawful and unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting, and includes but is not limited to:
   1. Making unsolicited written, verbal, physical, and/or visual contacts with sexual overtones. (Examples of sexual harassment that appear in a written form include, but are not limited to: suggestive or obscene letters, notes, and invitations. Examples of verbal sexual harassment include, but are not limited to: leering, gestures, display of sexually aggressive objects or pictures, cartoons, or posters.)
   2. Continuing to express sexual interest after being informed that the interest is unwelcome.
   3. Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior.
   4. Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee’s career, salary, and/or work environment.
   5. Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
   6. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

H. “Hostile Environment Sexual Harassment” includes but is not limited to: behavior that is in the classroom, workplace, or any other college or non-college setting, that is continuous, frequent, repetitive, and part of an overall pattern, rather than one event. However, a single, severe event can constitute hostile work environment sexual harassment, especially if it involves physical contact. Perpetration of such behavior can be from instructors, supervisors, subordinates, consultants, vendors or peers. The intentions of the accused are irrelevant in determining whether her/his behavior constitutes sexual harassment; it is the effect of the behavior upon the recipient which creates a hostile work environment. Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile or offensive work or educational environment.

Behaviors that may contribute to a hostile environment as judged by a reasonable person of the same gender as the complainant, which are inappropriate or have no educational relevance, include, but are not limited to the following:

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

I. “Mental Disability” includes but is not limited to, all of the following:
1. Having any mental or psychological disorder or condition, such as mental retardation;
2. Organic brain syndrome;
3. Emotional or mental illness, or specific learning disabilities that limit a major life activity.
4. “Mental disability” does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.

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

III. Responsible District Officer

A. The Cabrillo Community College District has identified the Director of Human Resources or designee, to the State Chancellor’s Office and to the public as the single District Officer responsible for receiving unlawful discrimination and harassment complaints and coordinating an appropriate investigation. The actual investigation of any complaint may be assigned to other staff or to outside persons or organizations under contract with the District. However, such investigation delegation procedures must be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint.

B. Employee Notice, Training, and Education
1. The Cabrillo Community College District’s Responsible District Officer, or a designee, is responsible for providing training to employees and students on the District’s unlawful discrimination and harassment policy and procedures. Faculty, administrative staff, and all members of the support staff will be provided with a copy of the District’s written policy on unlawful discrimination and harassment at the beginning of the semester of the school year after the policy is adopted.
2. All District employees will receive this training and a copy of the unlawful discrimination and harassment policies and procedures during the first year of their employment. In years in which a substantive policy or procedural change has occurred, all District managers will attend a training
IV. Filing A Complaint

A. Informal Complaint Procedure
When a person brings charges of unlawful discrimination to the attention of the responsible District Officer or designee, that officer will:

1. Undertake efforts to informally resolve the charges, if appropriate;
2. Advise the complainant that he or she need not participate in informal resolution of the complaint;
3. Notify the person bringing the charges of his or her right to file a formal complaint and explain the procedure for filing a formal complaint;
4. Advise the complainant that he or she may file a complaint with the Office of Civil Rights of the U.S. Department of Education (OCR); and,
5. If the complaint is employment-related, the complainant will also be advised that he or she may file a complaint with the State Department of Fair Employment and Housing (DFEH) and/or the U.S. Equal Employment Opportunity Commission.

Efforts at informal resolution need not include any investigation unless the responsible District Officer determines that an investigation is warranted by the seriousness of the charges. Selecting an informal resolution does not extend the time limitations for filing a formal complaint. Efforts at informal resolution may continue after the filing of a formal written complaint, but after a formal complaint is filed an investigation is required to be conducted and will be completed unless the matter is informally resolved and the complainant dismisses or withdraws the complaint. Any efforts at informal resolution after the filing of a written complaint will not exceed the 90-day period for rendering the administrative determination regarding the formal complaint.

B. Formal Complaint Procedure
If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, s/he will file the complaint on a form prescribed by the State Chancellor. These approved forms are available from the District and also from the State Chancellor’s office.
The completed form must be filed with the responsible District officer or mailed directly to the State Chancellor’s Office of the California Community Colleges.

C. Investigation Upon Filing of a Formal Written Complaint
When a formal written complaint is filed an investigation will be initiated if the complaint meets the following requirements:

1. The complaint must allege unlawful discrimination or harassment.
2. The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or harassment, or by one who has learned of such unlawful discrimination or harassment in his or her official capacity such as a faculty member or administrator.
3. In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or harassment on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination or harassment.
4. Complaints alleging discrimination or harassment in employment must be filed within six (6) months of the date the alleged unlawful employment discrimination occurred. This period can be extended by no more than 90 days following the expiration of the six (6) month period if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of six (6) months.
5. The District may conduct an appropriate investigation whenever it becomes aware of alleged unlawful discrimination or harassment in any of its programs or activities.
D. Notice to Chancellor or District
Upon receipt of a formal written complaint, the responsible District Officer will conduct a full and impartial investigation and notify the State Chancellor’s office of the investigation. Similarly, when the State Chancellor’s Office receives a complaint filed in accordance with the regulations a copy will be forwarded to the District for investigation.

E. Confidentiality of the Investigative Process
Investigative processes can best be conducted within a confidential environment, and the District does not reveal information about such matters except as necessary to fulfill its legal obligations. Potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed. The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. If a complainant insists that his/her name not be revealed, the responsible District Officer will ensure confidentiality to the extent possible, as long as doing so does not jeopardize the rights of other students and employees. However, the District cannot guarantee absolute confidentiality in all cases.
Where an investigation reveals the need for disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information, except as required or authorized by law.

F. Administrative Determination
Investigation:
1. Within sixty (60) days of receiving a formal unlawful discrimination or harassment complaint, the investigation will be completed and the responsible District Officer will notify both the complainant and the accused regarding his/her determination based upon the investigation as to whether discrimination and/or harassment did or did not occur with respect to each allegation in the complaint.

2. Appeal to Advisory Panel:
   a. If either the complainant or the respondent is dissatisfied with the responsible District Officer’s determination, that party may appeal to the District’s Advisory Panel in writing within 5 working days of notification of the determination.
   b. 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 recommend 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. All panel members will serve for two consecutive years except the Student Senate representative, who may serve for only one year. At the beginning of their terms, members will receive training on District policy related to nondiscrimination and harassment law. The panel will review formal appeal cases and all proceedings will be confidential to the extent required by law.
   c. When either the complainant or the respondent initiates an appeal to the Advisory Panel, the responsible District Officer will submit the investigation report to the panel. The complainant and accused will be given the option of appearing before the panel in person to present their case. The Advisory Panel will review any oral or written statements submitted by the complainant and respondent in determining whether the appeal has merit. After completing a review, the panel may recommend upholding, revising, or reversing the responsible District Officer’s conclusions. The panel’s recommendation will be given in writing to the responsible District Officer within 10 days of the filing of the appeal. Within 5 days of receiving the panel’s recommendation, the responsible District Officer shall review the panel’s recommendation and make his/her written determination. If the responsible District Officer agrees with the recommendations of the panel, the panel’s recommendations shall become the final administrative determination of the District. If the responsible District Officer does not agree with the recommendation of the panel, a final
3. Complainants’ and State Chancellor’s Notification of Administrative Determination
4. Within 90 days of receiving a formal complaint alleging unlawful discrimination or harassment, the responsible District Officer will forward a copy of the investigative report to the State Chancellor, a summary of the report to the complainant, and written notice to the State Chancellor and the complainant setting forth the following:
   a. The final administrative determination as to whether discrimination or harassment did or did not occur with respect to each allegation in the complaint;
   b. A description of the actions taken, if any, to prevent similar problems from occurring in the future;
   c. The proposed resolution of the complaint; and
   d. The complainant’s right to appeal to the District’s Governing Board and/or the State Chancellor’s Office.

V. Complainant’s Appeal Rights
Complainants have additional appeal rights that they may exercise if they are not satisfied with the results of the District’s final administrative determination. At the time the final administrative determination is made, a summary is mailed to the complainant and the District will notify the complainant of his or her appeal rights as follows:
A. First level of appeal: The complainant has the right to file an appeal to the District’s Governing Board within 15 days from the date of the final administrative determination. The District’s Governing Board will review the original complaint, the investigative report, the administrative determination, and the appeal. The District’s Governing Board will issue a final District decision in the matter within 45 days after receiving the appeal. Or, the District’s Governing Board may elect to take no action within 45 days, in which case the original decision in the final administrative determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the District’s Governing Board will be forwarded to the complainant and to the State Chancellor's Office.
B. Second level of appeal: The complainant has the right to file an appeal with the California Community College Chancellor’s Office in any case not involving employment related discrimination or harassment within 30 days from the date that the Governing Board issues the final District decision or permits the administrative determination to become final by taking no action within 45 days.
C. In any case involving employment discrimination or harassment, the complainant may, at any time before or after the final district decision is rendered, file a complaint with the state Department of Fair Employment and Housing and/or the U.S Equal Employment Opportunity Commission.
D. The Chancellor shall have discretion to accept or reject any such petition for review in employment discrimination cases. If the Chancellor agrees to accept to petition, s/he shall take action consistent with the procedures prescribed by the Chancellor’s Office.

VII. Extensions
If, for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the District will file a written request that the Chancellor grant an extension of the deadline. The request will be submitted no later than 10 days
prior to the expiration of the deadlines established by law and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials. A copy of the request for an extension will be sent to the complainant who may file written objections with the Chancellor within five (5) days of receipt.

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

VIII. Record Retention
Unlawful discrimination records that are part of an employee’s employment records may be classified as class-1 permanent records and retained indefinitely or microfilmed. Unlawful discrimination records of a student that are deemed worthy of preservation but not classified as class-1 permanent may be classified as class-2 optional records or as class-3 disposable records, to be retained for a period of three years.

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

Within the work environment, sexual harassment is prohibited between supervisors and employees, between employees, and between non-employees and employees.

Legal Reference: Title VII, Section 703; Title 29, Labor, Chapter XIV, Part 1604, Section 1604.11.
It is the policy of the Cabrillo Community College District to maintain a workplace free of the unlawful manufacture, distribution, dispensing, possession or use of controlled substances as listed in Sections I through V of Section 202 of the Controlled Substances Act (21 United States Code Section 812) including but, not limited to, substances such as marijuana, heroin, cocaine and amphetamines.

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

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

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

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

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

OVERVIEW

Cabrillo College has a formal Disaster Policy (BP 43300) that gives direction to Cabrillo administration, faculty, and staff in the event of a disaster or serious emergency. Additionally, all members of the Cabrillo Incident Command Team as well as all Building managers have Emergency Response binders with specific information and walkie-talkie radios.

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

EVERYONE’S BASIC RESPONSIBILITY

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

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

In the case of injuries:

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

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

3. Notify 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.
CABRILLO EMERGENCY RESPONSE PLAN (continued)

Building Managers
Each campus building has a responsible member of the faculty or administration assigned as the building manager. In the event of a disaster the building manager or his/her back up will take the following actions:

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

Everyone with specific assignments has received training on their responsibilities.

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

GUIDELINES FOR SELECTED SPECIFIC EMERGENCIES

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

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

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

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

For additional information 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
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.

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)

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

What is CCFT?

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

What We Do:

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

Benefits of Membership:

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

Ways To Get Involved in the Union:

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

Phone 831-464-2238 or email 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.

Contract Information

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

The most current contract is available on the CCFT website at: http://ccftcabrillo.org/contract_07-10/index.html
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/ for things like:

- 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 I use my new Mozilla email?

HARWARE/Troubleshooting issues:

Call the Information Technology Help Desk x6392 http://www.cabrillo.edu/internal/cr/help/ for things like:

- 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

Your Network Login

A Microsoft Windows login window will appear when you power on any on-campus computer. This allows you to log in to the Cabrillo network. 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.

Your Division Office can assist you with obtaining a network login, which will also serve to set up your e-mail account through the Information Technology department. You can contact the IT Help Desk by calling extension 6392 on campus, or by typing “HELP” in an internet browser window to take you to the Information Technology online help desk.
Drives in the My Computer window:

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