

# Faculty Handbook

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2024-2025

# Table of Contents

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College of the Redwoods Faculty Handbook	1
MISSION STATEMENT (BP 1200)	1
Chapter 1: The College	2
BOARD POLICIES AND ADMINISTRATIVE PROCEDURES	2
ACADEMIC SENATE (BP 2520)	3
DISTRICT, ACADEMIC SENATE, AND AD HOC COMMITTEES	4
ADVISORY COMMITTEES	5
Chapter 2: The Faculty	7
RESPONSIBILITIES OF THE ACADEMIC SENATE	7
FACULTY QUALIFICATIONS (AP 7211)	7
INSTRUCTOR ABSENCE	7
ISSUES SUBJECT TO COLLECTIVE BARGAINING	8
PROFESSIONAL DEVELOPMENT (FLEX DAYS)	8
Chapter 3: Instructional Policies and Procedures	9
SYLLABI	9
GRADING REGULATIONS and PROCEDURES	12
EXAMINATIONS	15
STUDENT ATTENDANCE POLICY	15
AUDIT REGULATION	16
CLASSROOM GUEST SPEAKERS	16
INDEPENDENT-STUDY AND SELECTED-TOPICS COURSES	16
ROOM USAGE	17
DIVISION MEETINGS	17
Chapter 4: Business & Operational Policies & Procedures	18
TUBERCULIN TESTS	18
PARKING ON THE EUREKA CAMPUS	18
TELEPHONES	19
USE OF INFORMATION RESOURCES: <i>DISTRICT POLICIES</i>	19
FACULTY TRAVEL	21
FIELD TRIPS BP 4300 / AP 4300	22
STUDENT CODE OF CONDUCT FOR OFF-CAMPUS ACTIVITIES	23
Chapter 5: Instructional Support	24
LEARNING RESOURCE CENTER (LRC)	24
LIBRARY	24
LIBRARY INSTRUCTION	25

REFERENCE AND RESEARCH ASSISTANCE	25
ONLINE DATABASES	25
ACADEMIC SUPPORT CENTER (ASC)	25
TUTORING	26
INFORMATION TECHNOLOGY SERVICES (ITS)	28
TEXTBOOKS AND BOOKSTORE SUPPLIES	29
Chapter 6: Learning and Student Development	32
ENROLLMENT SERVICES	32
ADMISSIONS AND RECORDS	32
ORIENTATION	32
ACADEMIC COUNSELING AND ADVISING SERVICES	34
TRANSFER CENTER	39
CHILD DEVELOPMENT CENTER	39
FINANCIAL AID	39
STUDENT COMPLAINTS	40
STUDENT COMPLAINTS - GRADE CHANGES	41
GUIDELINES FOR HANDLING DISRUPTIVE STUDENT BEHAVIOR	42
STUDENTS IN CRISIS? - BEHAVIOR INTERVENTION TEAM (BIT)	43
STUDENT CODE OF CONDUCT AND DISCIPLINARY PROCEDURES BP 5500 / AP 5500	44
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (THE BUCKLEY AMENDMENT)	48
Chapter 7: Health and Safety	49
ILLNESS AND INJURY PREVENTION PROGRAM	49
GENERAL SECURITY AND SAFETY	49
FIRE REPORTING PROCEDURES	50
STUDENT ACCIDENTS OR ILLNESS	50
INJURY RESPONSE GUIDELINES SUMMARY	51
EMERGENCY CONTACTS	51

# College of the Redwoods Faculty Handbook

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## MISSION STATEMENT (BP 1200)

*“College of the Redwoods puts the success of each student at the forefront of every strategic effort. The college provides accessible and relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world. We endeavor to meet the diverse needs of the communities we serve and to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region. We recognize the future of learning will require flexibility and resiliency and we are committed to developing and expanding innovative in-person and online programs and responsive student services.*

*Through assessment and evidence-based research, we continuously improve programs and address equity gaps to ensure that each student has the opportunity and support to succeed. We are dedicated to a just and sustainable world, to fostering a safe and inclusive educational community, and to advancing the values and goals of diversity, equity, inclusion, and accessibility.”*

## FORWARD TO THE COLLEGE OF THE REDWOODS FACULTY HANDBOOK

This faculty handbook provides information of interest to our full-time and part-time faculty. For convenience, links have been provided at every opportunity to point you to the [CR Website](#) which hosts a considerable amount of good information.

Of particular note for faculty, on the main CR webpage is a link labeled “[For Faculty and Staff](#)”. When in doubt, start there! This is the main portal to myriad links for Committees, Planning, [Forms](#), [Course Outlines](#) and [Syllabi](#), [Program Review templates](#), the [academic calendar](#), [Assessment](#), and [Institutional Research](#). There are direct links to our [Canvas learning management platform](#), [Web Advisor](#), [Webmail](#), [Human Resources](#), [the web-based Help Ticket system](#), and many other useful bits of information.

The academic [calendar](#) and [college catalogs](#) (current and archived) are located on the CR website home page, under “[Academics](#)” on the red bar, as are current and future class schedules (<http://www.redwoods.edu/academics>).

All policies and procedures related to hiring, employment, salary and benefits are on the [Human Resources page](#), on this page there are also downloadable PDFs of the current CRFO (faculty) and CSEA (classified staff) contracts, along with other useful documents. Familiarization of the website is recommended.

This handbook is for informational purposes, and every effort is made to ensure its accuracy. The district reserves the right to change any provision at any time. If you are unsure about the accuracy of any item, please contact Arlene Wynn, [arlene-wynn@redwoods.edu](mailto:arlene-wynn@redwoods.edu), the individuals who are currently tasked with the maintenance of the Faculty Handbook.

An electronic version of this handbook is located at <http://internal.redwoods.edu> under the “Faculty & Staff Resources” tab.

# Chapter 1: The College

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## BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

The College of the Redwoods [Board of Trustees](#) information can be found under “About CR” on the red bar of the CR homepage. Board Policies and Administrative Procedures can be accessed directly at <http://www.redwoods.edu/board/Board-Policies>. These are organized according to the categories noted below. Note that the chapter numbers below indicate the first numeral of any BP or AP in that chapter. For example, the district mission is defined in [BP 1200](#), found in Chapter 1; similarly, the policy and procedures regarding prerequisites and co-requisites are academic affairs and are therefore found in Chapter 4 as [BP 4260](#) and [AP 4260](#).

- Chapter 1 – The District: includes College of the Redwoods District information, mission, philosophy statement and institutional objectives.
- Chapter 2 – Board of Trustees: includes policies on the Board of Trustees, Committees, of the board, responsibilities of the Academic Senate and more...
- Chapter 3 – General Institution: includes College of the Redwoods Code of Ethics, information on accreditation, planning, participatory governance, grants, public records, sexual harassment, discrimination policies and more...
- Chapter 4 – Academic Affairs: includes policies in the area of academics, such as the Academic Calendar, program and curriculum development, approval of courses, definition of a credit hour, course outlines library services, articulation, grading policies, grade changes and grade challenge procedures, credit by examination, field trips and more...
- Chapter 5 – Student Services: includes the numerous policies regarding student enrollment, non-resident tuition, fees, student privacy policies, student records, counseling, student clubs, student complaints and the Student Code of Conduct Code and Disciplinary procedures, and more...
- Chapter 6 – Business and Fiscal Affairs: addresses fiscal policies of the district, including budget preparation, fiscal management, contracts, district facilities, and more...
- Chapter 7 – Human Resources: includes policies including diversity, position descriptions, employee obligations, salary schedules, professional development, transfer, tenure, re-assign time, evaluations, leaves, disciplinary actions, travel, insurance and more...

Faculty are advised to review the policies listed on these pages, as well as to stay abreast of which BPs and APs are under review and revision at any given time. This information is available in the meeting packets of Board of Trustees meetings and at the Board-Related Policy [Review](#), [College Council](#), [Academic Senate](#) and Senate subcommittee, the [Academic Standards and Policies Committee](#).

## ACADEMIC SENATE (BP 2520)

In order to ensure faculty have a formal and effective procedure for participating in the development and implementation of district policies on academic and professional matters, the Board of Trustees recognizes the College of the Redwoods Academic Senate. The Board will consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters and will rely on the knowledge and experience of the faculty as expressed through the Academic Senate. The Board will, in turn, expect the Academic Senate to communicate the Board's issues and concerns clearly and effectively to the faculty.

In the following areas the Board delegates authority and responsibility to the Academic Senate for making recommendations to the Board. In making decisions in these areas, the Board will rely primarily upon the advice and judgment of the Academic Senate:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Standards or policies regarding student preparation or success
5. Policies for faculty professional development activities

In these areas the recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Board or its representative, upon request of the Academic Senate, will communicate its reasons in writing.

In the following areas the Board or its representatives will reach mutual agreement with the Academic Senate, and such agreement will be expressed either by written resolution, administrative regulation, board policy, or other board action:

1. Educational program development, including both the initiation, suspension and discontinuation of programs
2. District and College governance structures, as related to faculty roles
3. Faculty roles and involvement in accreditation processes, including self-study and annual reports
4. Processes for program review
5. Processes for institutional planning and budget development
6. Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

In these areas, when agreement cannot be reached between the Board and the Academic Senate, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. When there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board will act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

In addition to the specific responsibilities noted above, the Academic Senate is responsible, after consultation with the President or his or her designee, for making faculty appointments to all committees, task forces, or other groups dealing with academic and professional matters.

Notwithstanding this provision, the collective bargaining representative may also seek to appoint faculty members to such committees, task forces, or groups.

Nothing in this policy is intended to preclude the Academic Senate from exercising its right to present its views directly to the Board on any issue it deems appropriate. Nor is anything intended to impinge upon the due process rights of faculty or to detract from any negotiated agreements between the Board and the collective bargaining representative.

#### DISTRICT, ACADEMIC SENATE, AND AD HOC COMMITTEES

Committees at College of the Redwoods can be broadly categorized into four groups: District Committees that serve District-wide planning and coordination functions, Academic Senate Committees that carry out the responsibilities of the Academic Senate, various *Ad Hoc* committees that are temporary and created to carry out specific projects, and Advisory Committees that are Program-specific and are comprised, in part, of community members and discipline professionals.

##### ***Academic Senate Committees***

Academic Standards and Policies  
Associate Faculty  
CRFO/ Senate Liaison  
Curriculum  
Distance Education  
Executive Senate  
Faculty Development  
Faculty Qualifications  
Multicultural and Diversity

##### ***District Committees***

Assessment  
Budget Advisory  
College Council  
Distance Education Planning  
Guided Pathways  
Life Safety Preparedness  
Expanded Cabinet  
Facilities Planning  
Guided Pathways  
Institutional Effectiveness  
Professional Development  
Program Review  
Program Viability  
Sustainability

All District and Senate committees have standardized webpages which includes a link 'About' the committee and history, typical tasks, and committee membership. Each committee homepage has a calendar of meeting times to which agendas and supporting documents will be posted. The main committee home page has a comprehensive committee calendar with meeting information and agendas.

All committee pages include an archive of previous meeting agendas and documents.

Detailed information regarding the scope and membership of District and Senate Committees is available in the District Committee Handbook and Academic Senate [Bylaws](#).

Every month, committees have the opportunity to put a summary of their most important work into a [committee digest](#) that is disseminated to the District and can be found on boaddocs. The digest provides a way of informing faculty and staff of the work being done without overloading everyone with emails and information.

*Ad Hoc* committees frequently do not have a web presence, and you are referred to the appropriate organizational unit for more information about their activities.

## ADVISORY COMMITTEES

To ensure the relevance of educational programs to local markets and to promote effective communications with members of the community, College of the Redwoods may establish [advisory committees](#) for any program that the Board thinks would profit from such support. The role of advisory committees is to provide advice to the program faculty on the skills and knowledge required in the workplace and on new directions and developments in the field. Advisory committees also function to support programs through assistance in fundraising, scholarships, job placements, and internships.

Advisory committees may fulfill the following roles:

- Determine community needs
- Review the content of courses and programs:
- Review standards of student achievement and help to place students
- Provide guidance and technical support for faculty
- Enhance public relations

### *Advisory Committees*

- Addiction Studies Advisory Committee
- Administration of Justice Advisory Committee
- Agriculture Advisory Committee
- Automotive Advisory Committee
- Basic Academy Advisory Committee
- Botanical Garden Advisory Committee
- Business Advisory Committee
- Child Development Center Parent Advisory Council
- Computer Information Sciences Advisory Committee
- Construction Advisory Committee
- Dental Assisting Advisory Committee
- Drafting Advisory Committee
- DSPS Advisory Committee
- Early Childhood Education Advisory Committee
- Equal Employment Opportunity Advisory Committee
- Fire Technology Advisory Committee

- Forestry Advisory Committee
- Foster Parent Training Advisory Committee
- Native American Studies Advisory Committee
- Nursing Advisory Committee
- Welding Technology Advisory Committee

## Chapter 2: The Faculty

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### RESPONSIBILITIES OF THE ACADEMIC SENATE

A copy of the Academic Senate Constitution is on the [Academic Senate Website](#). For more details on the responsibilities of the Academic Senate, please refer to [BP 2520](#), “Responsibilities of the Academic Senate.”

### FACULTY QUALIFICATIONS ([AP 7211](#))

Minimum qualifications for California Community College faculty are defined by the state. These criteria are interpreted and applied by the [Faculty Qualifications Committee](#), a standing Academic Senate Subcommittee. Qualifications vary according to discipline. In academic disciplines, the requirements are typically: a master's degree in the discipline, *or* a bachelor's degree in the discipline *and* a master's degree in a related discipline. In vocational disciplines, the requirements are often an associate's degree and 6 year's work experience, or, a bachelor's degree and 2 year's work experience, or, an appropriate professional license.

Through a process established by the Academic Senate and the Board of Trustees, faculty members who possess qualifications different from, but equivalent to, those specified in state guidelines may also be deemed qualified to teach, and this judgement is made by the [Faculty Qualifications Committee](#).

### INSTRUCTOR ABSENCE

It is the responsibility of the faculty member to inform the Division Dean/Director/Manager and/or Administrative Assistant, or other supervisor, when you will be absent from a class, as soon as possible. It is also advisable to directly contact students (e.g., via Canvas) to inform them of class cancellation or alternative arrangements. Anticipated absences for personal reasons may be arranged, with permission, as Personal Leave days. Absences due to illness are categorized as Sick Leave. Detailed definitions of these categories are available in [AP 7340](#). Instructor absences due to Personal Leave or Sick Leave are reported to the payroll office on a monthly basis. Absences due to College or District work (e.g., special meetings or workshops) do not count as Leave or affect payroll but must nevertheless be arranged with one's supervisor.

In the case of instructor absence, another faculty member who meets minimum qualifications may volunteer to meet the class instead (see CRFO/District CBA 4.2.2), or a class meeting may be cancelled but the students given a special independent assignment. The two primary concerns are 1) ensuring that instructor absence does not compromise the required instructional hours required for units in a course, and that 2) only qualified substitutes are used. Classified staff members are not qualified to substitute for instructors or to proctor classroom activities such as labs or exams. Informal arrangements made to avoid reporting instructor absences are not allowed.

It is the sole responsibility of the absent faculty or associate faculty member to obtain a voluntary substitute. If a faculty member is aware of the leave at least 24 hours in advance, then he or she must notify his or her dean/director to confirm that the substitute meets minimum qualifications in the class for which they will substitute. Otherwise the dean/director shall be notified the following workday.

## ISSUES SUBJECT TO COLLECTIVE BARGAINING

The following issues are subject to the [Collective Bargaining Agreement](#) between the Redwoods Community College District and the College of the Redwoods Faculty.

- Wages and Working Conditions (including committees) (Article III)
- Leaves (including sabbatical leave) (Article IV)
- Benefits (Article V)
- Retirement Benefits (Article VI)
- Pre-retirement Reduction of Workload with STRS Service Credit (Article VII)
- Partial Leave Program (Article VIII)
- Grievance (Article IX)
- Faculty Tenure and Evaluation (Article XI)
- Instruction Activities by Administrators (Article XII)
- Faculty Service Areas and Reduction of Force (Article XIII)
- Personnel File (Article XIV)
- Faculty Salary Schedule (Schedule A)
- Semester-based Associate Faculty Salary Schedule (Schedule B)
- Stipends (Schedule C)
- Evaluation Forms (Schedule F-2 through Schedule F-8)

## PROFESSIONAL DEVELOPMENT (FLEX DAYS)

College of the Redwoods encourages all faculty members, both full-time and associate, to commit to lifelong learning. California Educational Code defines the semester as 17.5 weeks. However, the Chancellor's office allows a compressed calendar and, therefore, a reduced number of instructional days for an academic year. Faculty members have an obligation to replace these instructional hours with activities designed to achieve instructional improvement, staff improvement, or student improvement. These "flexible", or flex days, are paid days for faculty.

The College is required to submit annual professional growth goals to the Chancellor's office, and establishes workshops, seminars, conferences, teleconferences, and other activities to meet those annual goals during specified times of the academic year.

Similarly, faculty are required to submit their individual professional development goals, and report the activities that help them meet these goals, on a regular basis. Full time faculty submit their goals at the beginning of the year (by the second Friday in September), and report their Flex activities at the end of the academic year. Associate faculty submit goals and report activities every academic semester. The professional growth obligation for full-time faculty is 24 hours per fiscal year (July through June), and 45 minutes per contract TLU for associate faculty. More information can be obtained from the Senate at 707-476-4259.

# Chapter 3: Instructional Policies and Procedures

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## SYLLABI

All instructors are required to distribute a detailed syllabus to students at the beginning of each semester; this is an accreditation requirement. The syllabus is a legal agreement between instructor and student. A detailed syllabus encourages and facilitates student success by making the instructor's expectations and requirements clear at the beginning of the course.

The syllabus coversheet will be sent out via email, each semester for the content that is required to be in your syllabus, as well as for recommended information. This recommended content is especially helpful for new faculty. A digital version of the syllabus can be found in canvas commons, instruction on how to use the digital syllabus are outlined below.

A copy of your syllabus should be saved in pdf format and emailed to your division office within the first week of the semester. This will be posted to the [Syllabus Web Page](#) and should be the same as the version provided to your students. Contact your departmental administrative assistant if you need help creating a pdf:

- Name the pdf as follows: Year Semester (F, S, X) - Course ID Section Number - Instructor Name, for example, **2012F-BUS12-E2112-Smith.pdf**
- Submit a separate email for each class for which you have a syllabus, with the subject line as follows: Syllabus for Class Name - your name, for example, **RE: Syllabus for BUS12 - Smith.**

Use the current course outline of record, available [here](#) to cut and paste the *Catalog Description* and *Course Learning Outcomes* into the cover page.

Beyond the required information syllabi vary, but often contain the following items:

1. *Course and Instructor Information* - Include the course name, course section number, number of credits/units, day(s) and time(s) the course meets, the location where the course is held, the instructor's name, office location, office hours, and office telephone number(s).
2. *Course Description* - Include course description from catalog.
3. *Course Objectives* - State course objectives in terms of the student learning outcomes listed on the course outline of record.
4. *Course Calendar* - Provide the relevant dates for assigned course topics, lectures, readings, projects, exams, etc.
5. *Course Requirements* - Delineate *exactly* what students are expected to do in the course and what will be evaluated by the instructor. Explain how homework, class attendance, class participation, exams, quizzes, etc., will be evaluated.
6. *Texts and Other Materials* - List *all* required and recommended texts and any other materials, including those on reserve at the Library, for sale at the Bookstore, or provided by the instructor. Please be sure all materials required to be purchased by the student will be used. The cost of materials is expensive for the student; they should not have to purchase materials that are not used.

7. *Course Grading* - Indicate what percentage of the course grade you will assign to each course activity (exams, reports, term papers, homework, class participation, attendance, lab work, etc.). Students are better able to budget their time when they know the relative importance of course requirements. Be sure to also include detailed information on due dates, make-up work and circumstances for which you will/will not accept late or make-up work. A syllabus must also outline the criteria for earning each letter grade.
8. *Caveat* - It is very important that you state clearly and prominently, "The instructor reserves the right to make changes." The course syllabus is a *written legal covenant* between you and the students in the course. This caveat protects the instructor and the department if changes need to be made once the course is underway. Changes are inevitable, but should be submitted in writing both to the student and the department office.
9. *Other* - Other items that might be relevant include proper attire, legal concerns or safety precautions, information about field trips, directions on using electronic resources such as Canvas, etc. These will vary according to the course and are at the discretion of the instructor. Some instructors require students sign a tear sheet indicating they have read the syllabus and agree to abide by it.

All recent course syllabi are posted on the [Syllabus Web Page](#).

#### INSTRUCTIONS FOR CANVAS CR SYLLABUS COVER SHEET

Faculty have the option of using a Canvas page version of the CR syllabus cover sheet in place of the Word document version. The content is identical to that found in the Word document cover sheet, but it is built as a Canvas page and can be copied directly into a Canvas course from Canvas Commons. This new Canvas based cover sheet has the advantage of being fully accessible as well as stylishly formatted using our school colors. Additionally, students using mobile devices can easily scroll through the syllabus in the Canvas app without needing to download it or any apps to enable viewing.

To use the Canvas Syllabus Cover Sheet

1. Go to the CR Syllabus Cover Sheet (semester, year) in Canvas Commons
2. Click the blue 'Import/Download' on the right
3. Select which classes you would like to copy the Syllabus Cover Sheet into
4. Click 'Import into Course' at the bottom of the pop-up menu
5. Go into your Canvas course(s), where you can locate the Cover Sheet in 'Pages'
6. You can now edit the Cover Sheet like any other Canvas page, adding your course information and deleting any unnecessary information.
7. To create a PDF of the syllabus coversheet from canvas right click, 'print', then print to 'adobe PDF'

**Please Note: Prompts and other information for faculty will be visible as "Editor Only Notes" when the Cover Sheet is being edited. These notes are invisible when the page is not being edited.**

## CURRICULUM DEVELOPMENT

Faculty members are responsible for all new curriculum proposals and the continuing process of updating and revising existing curriculum within the timelines established by Title 5. This process is faculty-driven, collegial, and in consultation with other members of the Department, Division and college community at large. The Curriculum Committee is responsible for oversight of curriculum processes. Specific deadlines for curriculum development can be found on the committee's website. For further assistance, contact the current Curriculum Committee Chair.

Up-to-date course outlines of record are required to be on file for all offerings at College of the Redwoods. These course outlines play an essential role in the College of the Redwoods' accreditation and articulation with its transfer partners. Course and program outlines are used in the following ways:

- To facilitate approval of educational programs by the Board of Governors of the California Community Colleges
- To determine that a CR course is parallel to one offered at another two- or four-year institution, to a C-ID descriptor (articulation), or to a Common Course designation
- To enable coordination of instructional sequences and programs within the District
- To aid new instructors in understanding student learning outcomes and assessments for each course
- To provide research materials for future curricular development and assessment
- To provide evidence for accreditation reports

The Course Outline of Record and other forms used for curriculum proposals (Distance Education, Instructional Materials Fee, etc.) are available in eLumen. Questions about eLumen should be directed to the Curriculum Chair or Curriculum Specialist.

Useful information about the local curriculum processes can be found on the Curriculum Committee Website.

Faculty desiring more specific information about the statewide course approval process should consult the [State Academic Senate website](#). Additional information about curriculum policy is available from the [Chancellor's Curriculum and Instruction Unit](#).

The Curriculum process is governed by or relevant to several APs, including but not limited to the following:

- [AP 4020](#) Program and Curriculum Development
- [AP 4021](#) Program Revitalization or Discontinuation Process
- [AP 4022](#) Course Approval
- [AP 4025](#) Philosophy and Criteria for Associate Degree and General Education
- [AP 4050](#) Articulation
- [AP 4105](#) Distance Education
- [AP 4225](#) Repeatable Courses
- [AP 4260](#) Prerequisites and Corequisites
- [AP 4300](#) Field Trips and Excursions

## GRADING REGULATIONS and PROCEDURES

Grading regulations and procedures are delineated in [AP 4230](#). College of the Redwoods allows grades to be assigned according to the following table:

SYMBOL	DEFINITION	GRADE POINTS PER UNIT
A	Excellent	4.0
A-	Excellent	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
D	Poor	1.0
F	Failure	0.0
P (formerly CR)	Pass (formerly Credit) – C or better. Units awarded not counted in GPA	
NP (formerly NC)	No Pass (formerly No Credit) – Less than satisfactory or failing. Units not counted in GPA.	
S	Satisfactory – (Noncredit)	

Non-Evaluative symbols:

SYMBOL	DEFINITION	GRADE POINTS PER UNIT
I	Incomplete – if not completed, the final grade will be an “F”	0.0
IP	In Progress	0.0
W	Withdrawal	0.0
AU	Audit	0.0
MW	Military Withdrawal	0.0

## GRADE CHANGES

Final grades are permanent and not subject to change except in circumstances and according to procedures delineated in [AP 4231](#).

## INCOMPLETE GRADE

Under serious and extenuating circumstances, instructors may grant students a grade of Incomplete (“I”) in a course, as described in [AP 4230](#). In general, to qualify for an “I” grade, students must meet the following conditions:

- Most of the academic coursework must have already been completed.
- Serious and documented circumstances are preventing the student from completing the work.
- A contract specifying that the “I” will be made up within one semester following the end of the term in which it was assigned (not including summer or winter sessions), or the “I” will revert to an “F” on the student’s permanent record.

## PASS/NO PASS (P/NP)

Some courses are offered with a Pass/No Pass grade option, according to stipulations outlined in [AP 4230](#). In general:

- P is granted if a student earns a C grade or better. Credits are awarded, but not included in GPA.
- P/ NP does not contribute to a student’s grade point average, however, NP is considered as non-progress (see [BP 4230](#) / [AP 4230](#)). NP is granted when a student does not satisfactorily complete the basic course requirements
- The P/NP option is available only for courses so identified in the catalog and in the course outline.
- Students must file their request for P/NP grading by a course-specific deadline no later than 30% of the way through the class.

## WITHDRAWAL

Withdrawal from a course can be initiated by students or faculty according to procedures delineated in [AP 4230](#). Faculty withdrawal may occur at Census, due to a student’s excessive absences. Faculty withdrawal may also occur after Census, for failure to attend and/or participate sufficiently. Students who withdraw from classes they are not able to complete must withdraw on or after the third Monday and before the end of the tenth week of full-term spring or fall classes to receive a “W” (withdrawal) on their academic record. For short-term classes, withdrawal is permissible during the window of time from 20%-62.5% of the classes duration. Students who stop attending a class without officially withdrawing will receive an “F” (Failure) on their academic record.

Withdrawals are not used in computing a student’s grade point average, but excessive “W’s” are considered in assessing progress.

Students who have experienced extenuating circumstances can complete and submit the [Excused Withdrawal Petition](#) to request an EW grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. Supporting documentation is required. The Excused Withdrawal Petition must be

submitted to the Admissions and Records Office no more than one year after to the term in question. The petition can be retrieved from the Admissions and Records Forms webpage. Upon receipt, the Admissions and Records Office will review the Excused Withdrawal Petition and send decision notifications to the student's CR Email address within 2 weeks.

## IN PROGRESS

The In Progress (IP) symbol is entered at the end of a regular term for classes that extend beyond the normal ending date of that term. It indicates that the class is still in progress and that the assignment of a final grade must await its completion. The appropriate grade symbol and credit are entered on the student's record when the course is completed. The In Progress symbol is not used in computing a student's grade point average.

## COURSE REPETITION

A course may be repeated under conditions and according to procedures described in [AP 4225](#). Some courses are designated repeatable, a defined number of times, on the course outline. Other courses may be repeated if the student received a substandard grade (D, F or NP) in order to alleviate the grade and its effect on the student's grade point average. The number of times a course can be repeated is determined by the Chancellor's Office, but certain programs may have more stringent requirements when a course is required for a degree or entrance into another program. Students should be advised to carefully research the consequences of repeating a course, in the context of their academic goals.

Repeatability scenarios:

Reason to repeat	Will this petition be approved?
1. Student received an A, B, C, CR or P in a credit class and wants to improve grade	No.
2. Student received a D, F, NP or W after enrolling in a credit class a total of three times	No, unless #4 applies.
3. Course is mandated for training requirements as a condition of continued paid or volunteer employment	Yes - student can repeat unlimited number of times. Must provide statement from employer mandating the course for training. All grades will be counted in GPA.
4. Extenuating Circumstances - accident, illness, evidence of altered caretaking responsibilities; job change, death in immediate family or other circumstances beyond the control of the student.	Yes, one time only, for students with substandard grades. Documentation is required (hospital bills, accident reports, etc.) to support circumstances that specifically relate to the dates of the course.

## EXAMINATIONS

All periodic/mid-term exams must fit into the regular class schedule. Students who require accommodations or who have extenuating circumstances must be referred to the [Academic Support Center](#) (ASC) for proctor testing by prior arrangement. Final examinations will be given in all courses. Examinations are to be given as scheduled and are to be held in classrooms in which the class normally meets, unless arrangements are made with the instructor for an individual student to take a final examination on another date. Final examinations on the Eureka campus will be given according to a special two-hour-block schedule available on the campus website. Any deviation of time or location from said final exam schedule for an entire class requires the approval of both the Dean/Director and the Vice President.

## EXAMINATION MAKE-UP

Permission for a student to be absent from or to take an exam at any time other than that originally designated may be granted at the discretion of the individual instructor. Individual make-up exams must be administered through the Academic Support Center (ASC).

## CREDIT BY EXAMINATION

Only examinations conducted by proper authorities of the college and examinations developed by authorized organizations external to the Redwoods Community College District, e.g., Advanced Placement (AP) tests, General Area College Level Examination Program (CLEP) tests, or tests from other organizations, are eligible to be used for credit by examination , according to [BP 4235](#) and [AP 4235](#).

## STUDENT ATTENDANCE POLICY

Any person not admitted or not in good standing with the college shall not be authorized to participate in or to attend classes or educational activities or to use college services. If a pattern of chronic absence is noted by an instructor, and attempts to contact the student and resolve the problem fail, faculty should drop the student from the course using the Faculty Withdrawal option.

## ATTENDANCE RECORDS

It is important to accurately track student attendance in order to ensure appropriate state apportionment (funding) for instruction as well as for identifying at-risk students and planning appropriate interventions to improve student success.

Course sections that are regularly scheduled for the full semester typically have an attendance reporting method requiring “census” enrollment, which is attendance reporting based on a “snapshot in time” at approximately the 20% point of a course. Instructors in ‘weekly census’ course sections are expected to accurately report inactive enrollments on a Census Roster. Instructors in ‘daily census’ course sections (those with compressed schedules meeting for less than the full term) are expected to accurately report inactive enrollments at the 20% point of their compressed term. Most course sections of duration shorter than term length are considered “positive attendance” courses and require accurate records that indicate the days and hours during which the instructor met with each student. Instructors will be notified about the attendance documentation requirements for their classes.

Instructors are encouraged to take daily attendance up until the census date for their course to ensure accurate reporting; some instructors elect to have an important quiz or assignment on census in order to ensure attendance on that day. Failure to drop a non-attending student on the Census Roster results in state apportionment for a non-attending student and is akin to defrauding the State; it is better to drop a student if you are uncertain, and then add them back later if you were mistaken.

## AUDIT REGULATION

Auditing a course means sitting in on a course on a regular basis as a registered auditor. The course will appear on a student's permanent record, but no grade or credit will be recorded. Community members and students are welcome to audit courses on a space-available basis with instructor approval. This determination may not be made until after the first class meeting, to ensure that students wanting to take the course for credit have every opportunity to enroll before those wishing to audit the class are added to it.

## CLASSROOM GUEST SPEAKERS

The Board recognizes that there are many people in the community who can provide a specific class resource that may not otherwise be available. The Board, therefore, encourages staff members to seek such community resources and to invite them to participate as classroom guest speakers.

Classroom guest speakers shall not meet with classes on a regularly scheduled basis, and they do not in any way substitute for the presence of the faculty member of record for that class. The Board recognizes that good educational practice dictates that opposing points of view be given opportunity for equal time.

Community persons may participate as classroom guest speakers provided that:

1. Their competency, experience, or special training is not available within the program.
2. The speaker can make a contribution toward completion of course and program objectives; and
3. The Dean/Director has been informed.

## INDEPENDENT-STUDY AND SELECTED-TOPICS COURSES

Each academic area has the option of offering independent study and selected topics courses. Independent study projects are individual arrangements that are made between the instructor and the student, involving the student in research or activity in the field. Specific projects are determined upon consultation with the instructor. Students taking independent study courses must have a contract on file. Independent Study units are not to exceed 2 units per contract. The forms are available from the area department office.

Selected-topics courses are intended to meet the needs of disciplines for flexibility within the curriculum. These courses are explorations of a specific topic of contemporary interest in the field. Consult the current schedule of classes for topics offered in the current semester.

## ROOM USAGE

Instructors may not unilaterally change classrooms. Requests for classroom changes should be directed to the appropriate Dean/Director. Non-instructional use of rooms may be scheduled on an infrequent basis by contacting the appropriate office.

## DIVISION MEETINGS

Deans/Directors should schedule meetings of all full-time and associate faculty members as frequently as is necessary to facilitate communication and discussion regarding curriculum, procedures, policies, assessment and the improvement of instruction. Typically, department meetings, division meetings, and faculty meetings are monthly on different specific weeks (e.g., 2nd Friday, monthly), and faculty are informed of this scheduling via email.

## **Chapter 4: Business & Operational Policies & Procedures**

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### **TUBERCULIN TESTS**

Verification of freedom from tuberculosis must be on file in the Human Resources Office within 10 days of initial employment (Calif. Ed. Code Section 87408.6). Either a skin test or x-ray is acceptable. Tuberculin tests must be repeated every four years.

### **PARKING ON THE EUREKA CAMPUS**

Restricted-permit parking lots are designated by appropriate signs. Faculty parking permits and decals can be obtained online. The first permit is free; additional permits are \$8.00 each.

Parking citations will be issued to illegally parked vehicles, and fines will be levied. Parking citations are processed by the local law enforcement agency. Bail schedules for parking citations are listed in the campus parking regulations brochure, and the bail amounts are included on the citations. Fines are paid directly to the local law enforcement agency.

Any person on campus who nullifies or modifies a citation, once issued, is guilty of a misdemeanor. (California Vehicle Code Section 40500). Rules, regulations and fees governing student parking are listed in the campus parking regulations brochure, and questions should be referred to the Public Services/Security Office, x4112.

The speed limit on campus is 15 mph. Standard traffic control signs and devices control the direction and flow of traffic.

### **LOST AND FOUND**

#### **EUREKA CAMPUS**

Lost and found articles may be turned in to the Public Services/Security Office, where they are retained until the end of the year. All unclaimed articles are donated to charity.

#### **OTHER INSTRUCTIONAL SITES**

All lost and found articles on campuses or sites other than the main campus should be turned over to the center Dean/Director or other on-site administrator.

### **KEYS**

Security of campus facilities and property is important and regulated by [AP 6520](#). Key/keycard distribution will be authorized by the Director of Facilities and Planning, and administered by administrative assistants for each organizational unit. Faculty authorizations will be reviewed on a regular basis. Associate Faculty must return keys at the end of each semester, unless a contract has been issued for the following term. Lost keys/keycards must be reported immediately to the office of the Dean/Director, and replacement may result in a charge to the key holder and/or the department.

Keys shall be used only by authorized employees and shall not be duplicated or loaned to students or other unauthorized persons. Employees who have keys are responsible for the security of the room, gate, or building involved. They are expected to shut down projectors, lock all doors and windows and

turn off all lights, heat, appliances, etc. when leaving the room or building.

## TELEPHONES

Faculty members will not be called out of class for telephone calls except in emergencies. Telephone calls and other messages may be left on faculty voice mail boxes. Long-distance telephone calls are strictly limited to official college business. Faculty must give their personal home or cellular telephone numbers to their supervisor for any necessary emergency contacts, even if they generally prefer to keep this information confidential.

## USE OF INFORMATION RESOURCES: *DISTRICT POLICIES*

Policies and procedures regarding Use of Information Resources ( [BP 3720](#) / [AP 3720](#) ) and Use of Copyrighted Material ( [AP 3750](#) ) were established to define acceptable uses of District hardware, information resources, and publicly-available information. This is a shifting landscape, and faculty are encouraged to familiarize themselves with these policies and procedures, and stay abreast of any changes.

## COPYRIGHTS AND LICENSES

Computer users must respect the legal protection of copyright and license agreements for software, data, and other online information.

## INTEGRITY OF INFORMATION RESOURCES

Users must respect the integrity of information resources; for example, users shall not intentionally use computer resources in a wasteful or inappropriate manner, develop computer programs that harass other users, or infiltrate a computer or system and/or damage or alter the software components of a computer or system.

## UNAUTHORIZED ACCESS

Computer users must refrain from both seeking to gain unauthorized access to information resources and enabling unauthorized access.

## PRIVACY

Computer users must respect the privacy of other computer users. Any attempt to circumvent mechanisms and systems to gain unauthorized access to any system or to private information is a violation of district policy and may violate applicable laws. Although the district will attempt to protect the privacy of individual user's data and files, authorized system administrators may obtain access to computer users' files, including electronic mail, as necessary to service or troubleshoot network issues, as part of monitoring network traffic flows, or to investigate suspected violations of this policy, including unlawful activity. System administrators will report suspected unlawful or improper activities to the proper college administrator or legal officials.

## POLITICAL, PERSONAL, INTERNET, WEB-PAGE, AND COMMERCIAL USE

The district is subject to specific federal, state, and local laws regarding sources of income, use of real estate, and similar matters. It also is a contractor with government and other entities and thus must assure proper use of property under its control and allocation of overhead and similar costs.

## PROHIBITION AGAINST CREATION OF A HOSTILE WORK OR LEARNING ENVIRONMENT

In conjunction with the values of free speech and academic freedom, the district is committed to inclusiveness and diversity, reflecting respect for the wide-ranging diversity of its population as well as for a diversity of good-faith opinions and views. In light of that commitment, district information resources must not be intentionally used to transmit, receive, store, or print material that is explicitly threatening, obscene, disruptive, or otherwise belittling or intolerant of others to the degree that it could thereby be construed as contributing to the creation of a hostile work or learning environment.

## EMPLOYEE RESPONSIBILITIES RELATED TO STUDENT RECORDS, INCLUDING ELECTRONIC RECORDS

Employees of the college who have access to electronic student records must be aware of and comply with the district regulations regarding the privacy of student records ([BP 5040](#), [AP 5040](#), [AP 5045](#))  
Compliance with these regulations includes, but is not limited to:

- Maintaining security of records and information.
- Maintaining privacy of records and information..
- Avoiding inappropriate discussion of student records.
- Destroying and/or deleting records when appropriate.

## VIOLATIONS

Violation of regulations regarding the use of information resources and/or regulations related to student records is grounds for imposing disciplinary action up to and including expulsion, dismissal from employment, and/or legal action.

## COLLEGE WEBSITE

College of the Redwoods maintains a [website](#) which is the best source for the most up-to-date information about all aspects of the college for all inquiring individuals. General information, such as maps, directories, admission policies, course catalogs and course schedules, is found alongside links to more specific resources regarding specific departments, courses, and faculty.

Of particular note for faculty, is the “[For Faculty & Staff](#)” section. When in doubt, start here! This is the main portal to myriad links for Committees, Planning, Forms, Course Outlines and Syllabi, Assessment, and Institutional Research. There are direct links to our Canvas learning management platform, Web Advisor, Webmail, Human Resources, the web-based Help Ticket system, and many other useful bits of information under Faculty Resources.

To add or change content, or develop web pages, consult your Dean/Director and/or the College webmaster.

## FACULTY TRAVEL

Faculty may need to travel for a variety of reasons, e.g., District business, field trips, for their own professional development. Funds may or may not be available for travel, and if available may come from a variety of sources. For example, district business is usually funded through department or district budgets; professional development funds are available through application to the [Faculty Development Committee](#). Regardless of the specific circumstances, the procedures for faculty travel are the same and faculty are responsible for researching travel costs and submitting all required paperwork in a timely fashion. Please refer to [AP 7400](#) for the most current travel policies, and the [Forms and Resources](#) page for all related forms.

## REQUIRED STEPS

- Develop your itinerary and research costs. Your administrative secretary will be happy to assist in completing travel arrangements and paperwork.
- If you will be driving any vehicle, whether district, rental or your own, make sure you have a current [Automobile Use Permission](#).
- Complete a [Travel Request](#) at least ***two*** weeks prior to your travel and submit to your Dean/ Director.
  - All travel must be approved by your Dean/ Director and the Vice-President.
  - Out-of-State travel must also be approved by the President.
  - Out-of-country travel must also be approved by the Board of Trustees.
- After approval, make your travel arrangements.
  - Administrative secretaries may be available to help you with this, especially in the case of District travel.
  - Consult with your department office if you will be renting a car. The College has a business relationship with a particular rental agency that will offer the best rates.
  - Try to take advantage of all cost-savings measures such as early-bird conference rates, Saturday night stays, etc.
- Submit a [Travel Expense Request](#), including appropriate receipts attached and a conference agenda, ***within two weeks*** of your return.
  - All expenses must be approved by your Dean/Director and the Vice President. Forms without the appropriate signatures will be returned, delaying payment.

## PRIORITIZATION OF TRAVEL ADVANCE REQUESTS AND FIELD TRIP REQUESTS

Budget officers will set priorities for all travel in their budget areas. Requests should be made *at least* two weeks prior to the requested trip. Requests that are submitted after the two-week minimum will have less priority than those requests that meet the deadline. Reimbursement of travel expenses will not be made without the proper signature trail on all required forms, originals of all receipts, and rationale for expenses.

## USE OF PRIVATE CARS

All faculty and staff are permitted, with proper approval, to use their own vehicles instead of leased vehicles on approved trips. The Auto Use Permission must be on file before travel commences and in order to receive reimbursement for the use of private vehicles for college business. *Board policy approves reimbursement for the use of private vehicles for college business consistent with the rate allowed by the IRS and not in excess of other approved methods of travel. In other words, if using your own car costs more than it would to rent a car, you will be reimbursed for the cost of renting regardless of which method you choose.* The Local Mileage Request form is necessary for said reimbursement.

## INSURANCE AND RESPONSIBILITY

If you drive your personal automobile while on district business and are involved in an accident, by law your liability insurance policy is used first. The district liability policy is used only after your policy limits have been exceeded. The district auto policy is designed and available only for the protection of employees acting within the scope of their required duties. The district does not cover, nor is it responsible for, comprehensive and collision coverage to your vehicle.

All accidents must be immediately reported to a law enforcement agency, to the Vice President, Administrative Services, and to the rental agency.

## FIELD TRIPS BP 4300 / AP 4300

The Board recognizes that field trips are an educationally sound and important ingredient in the instructional program of the College when they are used as a device for teaching and learning. Properly planned and executed field trips can enhance student learning and success. (*Please note: this policy may be subject to change.*)

## REQUIRED PAPERWORK

- The instructor must submit a Field Trip Request form to the Dean/Director *at least* one week in advance of the trip.
  - Requests submitted only a day or two before the trip are difficult to process in a timely manner, especially if vehicles are involved.
  - Whenever possible, the field trip should not conflict with other classes; students cannot be required to attend a field trip that conflicts with their schedule.
  - If your class has frequent field trips, you may submit a single Field Trip Request form at the beginning of the semester, with an attachment that indicates specific dates and locations.
- All participating students must fill out a Travel Release form, and return these to the instructor who will submit them to the department office at least one week in advance of the trip.
- If vehicle travel is involved the instructor must have current Auto Use Permission form on file, and if a rental vehicle is involved they must also file a Travel Advance Request.
- If you cancel your field trip, please notify your Dean/Director.

## TRANSPORTATION

Transportation for field trips is typically not provided by the College. The course catalog, schedule and syllabus must clearly indicate if field trips are required and that transportation is the responsibility of the student. Instructors should plan to meet the students at the field trip site, and if the field trip is held when classes are in session, should allow the students travel time from and returning to campus.

## INSURANCE AND RESPONSIBILITY

A student driving his or her own car on a field trip is considered an extension of the classroom, if the trip is taken at the request of the college and if the appropriate paperwork has been processed by the instructor. The student's vehicle must carry insurance as required by the California Vehicle Code. In case of an accident involving a student or students in a student car, the student's vehicle insurance is primary and will apply for his or her passengers.

When any student or instructor is on an approved field trip, they are an extension of the college, and the same coverage that applies on campus is then transferred to a person on the field trip. In case the district is sued for negligence, the district liability policy is effective and covers the district's responsibility as well as that of the employee.

If an instructor has any concern regarding field trip liability, please consult [AP 4300](#) and your Dean/Director for clarification.

## CURRICULAR AND EXTRACURRICULAR SCHEDULE CONFLICTS

All advisors of student groups in athletics, debate and forensics, music, authorized field trips, and other groups, that must be absent from classes in order to represent the school, shall endeavor to keep such absences to a minimum. These advisors shall submit to *all* faculty members a list of students—for the season, if possible, or, if by event, two weeks in advance—who will be gone for each event. The list must carry the approval of the Dean/Director and the Vice President. All instructors are to consider such students as having excused absences, and we ask that all faculty members make an extra effort to help students make up work missed. However, it is the student's responsibility to assume the initiative for the make-up of school work, either before or after the absence. The burden of making arrangements for missed work will rest upon the student.

Advisors and instructors must supply students participating in these extracurricular activities with a calendar of dates that show when the student will be absent. The student must then talk to all his/her instructors as early as possible about these expected absences. Likewise, instructors must clarify the college attendance policy with all their classes in their course introductions each semester.

## STUDENT CODE OF CONDUCT FOR OFF-CAMPUS ACTIVITIES

Students who are off-campus for field trips or athletic or club events are representatives of College of the Redwoods and are expected to behave respectfully and responsibly. The Student Code of Conduct is covered in [BP 5500](#) and [AP 5500](#). Disciplinary measures pertaining to breaches of this code are also in [AP 5500](#). Instructors and athletics staff taking students off-campus should familiarize themselves with the expectations here *and* ensure that their students are aware of these expectations in advance of travel.

# Chapter 5: Instructional Support

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## LEARNING RESOURCE CENTER (LRC)

The Learning Resource Center (LRC) houses the college's Library and Academic Support Center as well as a variety of student support services.

The LRC has open study areas, computer stations, study rooms, quiet study areas and classrooms. Printing and wifi are available for student use. Students will need to set up an account to print in the LRC.

The Learning Resource Center houses the following service areas:

- Library
- Academic Support Center
- Bookstore
- EOPS/CARE/NextUp
- CalWORKs
- TRiO Student Success Services
- Multicultural and Equity Center
- Pride and Dreamers Center
- Native American Student Success Program
- Associated Students (ASCR)

## LIBRARY

The CR Library has locations at both the Eureka campus and the Del Norte Education Center. Many library services and resources are available [online](#), accessible from any location at any time. More comprehensive information about the library's services and resources is available on the [library website](#).

## LIBRARY SERVICES FOR FACULTY

The library welcomes faculty feedback, participation, and collaboration in support of student success.

## BORROWING AND RESERVES

Faculty may borrow any general collection books for the semester. Reference books may be checked out for faculty on a case-by-case basis; request this service if you want to use a reference book in your classroom or if you want to review it over the weekend.

Faculty may put any general collection book on reserve to make it available for any student to access any time the library is open. Books at Del Norte or Eureka may be requested for reserve at either library. We encourage faculty to put items on reserve in the library for student use. Reserve materials can be set for two hour check (in library use only) or for term checkout. Placing important course materials on reserve is a good way to make sure they are available to all students in the class. Textbooks on reserve allow students to keep up in class while they wait for financial aid or the arrival of books ordered online. In addition to textbooks, the library's reserve collection includes certain equipment needed for courses. Reserve items are available on a first-come, first-served basis. Videos must be closed-captioned. All reserve materials must abide by copyright law and conform to [BP 3710](#) -Instructional Materials and Copyright Policy, as well as [AP 3750](#) -Instructional Materials and Copyright Administrative Regulations

Print Materials.

## ONLINE LIBRARY RESOURCES

The library provides access to many online resources that can be accessed from on or off campus including articles and databases, eBooks, peer reviewed journals, and subject specific research guides. CR librarians create subject specific guides for most instructional areas and welcome instructor feedback and collaboration on specific information or resources you wish to have included in the guides. Many digital resources can be embedded into your Canvas course. You may be prompted to login using your CR credentials when trying to access some digital resources from off campus.

## SELECTION AND ACQUISITIONS GUIDELINES

The selection of library materials is governed by [BP 4040](#)- Instructional Materials and Services and [AP 4040](#) - Library Services and other Instructional Support Services. Primary consideration is given to acquiring materials that support the instructional programs of the college. Recommendations for purchase of library materials can be forwarded to the library via email.

## LIBRARY INSTRUCTION

Students don't automatically know how to use the library!

If your students need to do research, whether for a formal paper, a speech, or a group project, they will benefit from some instruction in how to access library resources. Research shows that the best time to provide library instruction is shortly after the research assignment has been provided and explained to the students, and after they have had some time to think of some topics. Faculty who wish to schedule a library instruction session should fill out the [Library Instruction Request Form](#).

## REFERENCE AND RESEARCH ASSISTANCE

The librarian at the Eureka Campus is available to provide reference assistance to students, faculty, and staff during normal working hours. Contact the librarian via e-mail, telephone or a visit to the library. Contact information is listed on the library website.

## ONLINE DATABASES

The library subscribes to many online databases which index thousands of periodicals and magazines and provide the full text for many of them. Other online databases contain primary sources, raw data collections, geographic and country almanac information, special reports or summaries, and collections of reference books such as subject encyclopedias. From on-campus computers, you can connect directly with no login required. For home, off-campus, or wireless access you may be prompted to login using your CR credentials.

## ACADEMIC SUPPORT CENTER (ASC)

The Academic Support Center in Eureka is located within the Learning Resource Center. Academic support services are also available at the Del Norte LRC. Many learning support services are offered including computer use, tutoring, instructional testing (including make-up exams), media, and more. Faculty are encouraged to make students aware of the many resources available at the ASC, and to

continually remind them to utilize these services.

## TUTORING

The ASC provides free tutoring in content-area courses and in studying/learning strategies for individuals and small groups. Tutoring is available from faculty and peer tutors, in person and online, by appointment or on a drop-in basis. Math and English tutoring is available 5 days a week during the regular semester. Additional tutoring services are available for students in special programs such as EOPS, CARE, TRiO, CalWORKs, and NextUp. Have a student you think would make a great tutor? The ASC is always looking for faculty recommendations for student tutors. Please contact the ASC to inquire about getting tutoring for your subject.

## TESTING

Students may take exams and quizzes outside of class with an instructor's permission or with a SASS accommodation. Testing is done on a first come first served basis, there are a limited number of testing spaces available. Students are strongly encouraged to book their testing appointments ahead of time to ensure the slot they prefer is available.

Instructors can drop off exams at the ASC or via [email](#). When you drop off or email exams, please fill out the ASC test administration form available at our [website](#).

## DISTANCE EDUCATION

The Distance Education Department at College of the Redwoods (CR) is committed to developing and promoting high-quality electronically mediated educational experiences for our students. Distance Education courses are intended to provide students who need the flexibility of learning online with an engaging, student-centered educational experience.

CR offers online learning through the following modalities:

- **Online Asynchronous:** All instructional activities happen online and asynchronously, so the students can work on the coursework on their own schedule; there is no on-site location requirement.
- **Online Synchronous / Online Bisynchronous:** All instructional activities happen online, including at least some virtual time-specific class meetings with the instructor present; there is no on-site location requirement.
- **In-person Web Enhanced:** All classes take place in a specifically-designed location, such as in a classroom on a campus. The instructor is present with the students. Technology, such as a developed Canvas site, is used to support the learning experience.
- **HyFlex:** Instruction is offered in **both** in-person and online (synchronous and/or asynchronous) modalities; students can move between online and in-person instruction as they see fit. Currently, CR does not actively recommend or support the hyflex modality, but may do so in the future.
- **TelePresence:** Instructor is separated by distance from some or all of the students; students are together in one or more specifically-designed location(s), such as one or more classroom(s) on one or more campus(es); interaction is synchronous. A variety of technologies may be used to support the learning experience.

CR's learning management system is **Canvas**, which is provided by the state Chancellor's Office. We use **Zoom**, likewise provided by the State Chancellor's Office, for synchronous class meetings, web conferencing, office hours, etc. Additional tools, resources, and support are available for faculty who are currently teaching or want to teach online classes, including:

- **Instructional Technologists and Learning Technology Specialists** to help faculty solve technological problems and engage with educational technology tools. To access one of our technology support specialists, [submit a help ticket](#) or contact one of them directly:
  - Reno Giovannetti (general support) [reno-giovannetti@redwoods.edu](mailto:reno-giovannetti@redwoods.edu) / 707-476-4568
  - Brian VanPelt (Nursing TelePresence and general support) [brian-vanpelt@redwoods.edu](mailto:brian-vanpelt@redwoods.edu)
  - Gustavo Vasquez (Del Norte and general support) [gustavo-vasquez@redwoods.edu](mailto:gustavo-vasquez@redwoods.edu)
- An **Instructional Designer** to provide training in Canvas, design support for digital learning spaces, and/or help translating learning experiences into the online environment. [Book an appointment with Lorraine](#) or email her at [lorraine-casazza@redwoods.edu](mailto:lorraine-casazza@redwoods.edu).
- An **Instructional Support Specialist for Digital Accessibility**, to work with you to make your courses accessible for people with disabilities. If you have questions about digital accessibility, please email Evan Hatfield at [evan-hartfield@redwoods.edu](mailto:evan-hartfield@redwoods.edu).
- **Keep Teaching**, a Canvas-based, ever-evolving faculty resource hub to support effective learning in the digital environment. New faculty are added as members of Keep Teaching when they start at CR; if you find you are not able to access Keep Teaching, please contact Lorraine at [lorraine-casazza@redwoods.edu](mailto:lorraine-casazza@redwoods.edu).
- Regular **DE PD Fridays sessions**, offered every Friday during the Fall and Spring semesters (except for holidays) at **10-11am** [via Zoom](#). Engage with the DE faculty community at these sessions, and contribute to a developing set of shared best practices for the district.

## CERTIFICATION

Faculty who wish to teach courses offered either online (asynchronous, synchronous, or bisynchronous) or hybrid must meet the College of the Redwoods Online Teaching Certification Standards. This can be done in one of three ways:

- Complete the College of the Redwoods *Online Teaching and Learning Training* ([OTLT The Next Generation](#)). For more information, contact Lorraine at [lorraine-casazza@redwoods.edu](mailto:lorraine-casazza@redwoods.edu).
- Earn a score of 100% on the [Online Education Requirements Multiple-choice Quiz](#). The quiz can be retaken an unlimited number of times.
- Demonstrate prior successful experience in teaching online course(s) with a copy of a Faculty Evaluation Report (F-5/AF-5) or equivalent that includes one or more online sections.

For more information, contact DE Director Leigh Dooley at [leigh-dooley@redwoods.edu](mailto:leigh-dooley@redwoods.edu) / 707-476-4226.

## INFORMATION TECHNOLOGY SERVICES (ITS)

Information Technology Services (ITS) provides support services for the following areas: computer installation and repair; software installation and training; telephone support; network connectivity and support; audiovisual equipment installation and repair, technical support for special events; distance education technical support; videoconferencing among District sites, and more.

Needs for support should be communicated to your division administrative secretary, who will submit a ticket through the online [Help Ticket System](#).

## PRINTING SERVICES

The [Printing Services Department](#) is currently located on the Eureka campus in AT 130. The department produces a variety of materials to support classroom instruction, district operations and marketing. Examples of frequently requested items are syllabi, instructional handouts and exercises, exams, booklets, brochures, flyers, posters, postcards, business cards, etc.

### *Hours of Operation (subject to change)*

Monday - Friday 8:30 am – 4:00 p.m.

### *Services Provided*

- Photocopies: Both full-serve and self-serve machines are available to meet your needs. Check with staff for any questions you may have and for guidance as to the most applicable and economic reproduction means by which to meet your production deadlines.
- Printing: Digital color printing up to 12"x18" and color scanning is available. High-speed black and white printing is also available.
- Graphic Design and Layout
- Photography
- Bindery Services: Folding, collating, stapling, tape binding, spiral binding, and cutting are among the services available.
- Lamination up to 18" wide

### *Production Time Frames and Guidelines*

General ready-to-print copy requests will be done within 2-3 days. Priority is given to examinations. **Please indicate Date-Needed-By in the subject of your request if it is a rush request.** Design requests can generally take 1-3 weeks, depending upon the specifics of your design. Should you want to discuss a multi-level marketing and/or design rollout, please reach out to [morrigan-burke@redwoods.edu](mailto:morrigan-burke@redwoods.edu) directly to organize a meeting.

To submit a request involving a digital original, select “Printing/Marketing/Web” in the [“FreshDesk Help System”](#) area of the internal website. For hard-copy printing requests, visit the Printing Services office.

Course copy packets and anthologies are handled by the campus Bookstore. Typically, digital or hard copies of these materials must be submitted to the Bookstore by the required deadlines (see below), but Printing Services can help instructors prepare digital copies of their materials (e.g., scan documents to create a pdf).

### *Helpful Hints*

- You can add additional attachments to your help/request ticket after the ticket is created.
- Look for emails from [marketing@collegeoftheredwoods](mailto:marketing@collegeoftheredwoods) for responses to your ticket and check back for proofs that will require your final approval before printing or publishing.

- Check with your division administrative secretary before the start of each school year to make sure you are using the correct department copier code.
- When a graphic design job is approved, please clearly state a final ok to print.
- Paper requests may be forwarded through inter-office mail or brought directly to Printing Services.
- Completed items can be delivered to division offices or picked up at Printing Services. Please indicate your location if you would like delivery.
- Printing Services provides toner and supplies for your department Xerox machines, and troubleshoot problems such as paper jams and other issues to determine whether a service technician needs to be called.

## TEXTBOOKS AND BOOKSTORE SUPPLIES

### ORDERING

CR's Bookstore is online. Book orders are placed online using the online adoption tool (AIP). each semester. If there is a digital and or rental version available, it will automatically be added once the book order is submitted.

The Bookstore does not provide copies of the textbooks to instructors. Faculty must request desk copies of their own textbooks directly from the publisher.

### DUE DATES

An email will be sent out every semester from the bookstore manager with information about when adoptions can start and when they are due. General due dates are as follows:

Summer Book Orders	April
Fall Book Orders	June
Spring Book Orders	Late October

Prompt submission of book orders enables the Bookstore to have books available to students when they are needed.

### COMMUNICATIONS AND MARKETING

The [Communications & Marketing Office](#) assists in publicizing programs, events, course offerings, talents, and achievements of faculty, staff, and students at all campuses of College of the Redwoods. Do you have news? We want to hear about it!

The Communications & Marketing Office will work with you to:

- Create press releases
- Set up publicity photos
- Arrange media interviews
- Create promotional material
- Email your message to staff and students
- Post your announcement on the CR website and official CR social media sites

### CONTACT

Communication & Marketing/Printing Services, Room AT 130, (707) 476-4118 or (707) 476-4470

Hours (*subject to change*): Monday - Friday 8:30 am – 4:00 p.m.

## PUBLICITY TIPS

The Communications & Marketing Office offers these tips to help you generate the maximum publicity for your events and/or news items:

- Send information three to four weeks in advance, through the [ticket system](#). Select Printing Services, then under category, select Communications/Marketing. Work with your division office for all requests.
- Plan your timeline by figuring out the date you want your publicity to reach the public and work backward. This is especially important for events.
  - Why three to four weeks? This lead time makes it possible to produce press release (written, audio and video) to send out to the local media and also plan any other promotional material. The media requires PSAs two weeks prior to run dates.
  - Did you miss the time frame? Contact Communications & Marketing to see what is available.
- Remember, the media is looking for the five W's: Who, What, Where, When, and Why.
- Write your information in paragraph style, if possible. It makes it quicker for the Communications & Marketing Office to edit and release it.
- Photos accompanying press releases, when appropriate, help draw attention to the release. If you have a photo suggestion, let the Communications & Marketing Office know. If you have an existing photo, send it with your information via the ticket system. Please be sure to identify people in the photos.
- Include the name of a contact person and a phone number. Please include the best times to call, if possible.

## WHAT TO DO IF YOU'RE CONTACTED BY THE PRESS

- **Never discuss an individual student/students with the media.** You can site FERPA or just tell them you can't discuss students.
- **Don't ignore them** – they will likely write the story anyway or contact someone else, which could lead to misinformation or one-sided storytelling.
- In instances of personnel issues, crisis management, emergencies, CR policies, or fiscal operations, please immediately refer them to the Director of Marketing & Communications, Molly Blakemore (x4254).
- If you're contacted about an event, class, or any day-to-day happenings, you can use your discretion as to whether or not you want to speak to them or refer them to Marketing & Communications – just again, never discuss an individual student or students. Likewise, if you are the contact person on a press release (you'll know in advanced) feel free to answer their questions. **In all cases, let the Director of Marketing & Communications know that you have been contacted by the press.**

- If, while talking with them, they hit on something sensitive or if you are unsure of the answer, or if you're not comfortable with the subject matter, tell them you're not at liberty to answer or you don't feel comfortable with the question or you need to research the issue and get back to them. You can refer them back to Marketing & Communications if they need more information.
- Never feel obligated to answer a question, even if the reporter pushes you. Try not to get defensive, but don't feel obliged (most of our local reporters are not pushy).
- In some cases, Marketing & Communications may ask you to speak to the media if the college feels you're the right person or the subject matter expert. Feel free to decline. If you agree, we will give you a call beforehand to go over what their questions will likely be.
- After you speak with them, please let the Marketing & Communications Director know how it went and if anything came up that you are concerned about.
- When in doubt, refer them to the Marketing & Communications Director or give Molly Blakemore (4254) a call. Thanks.

## SOCIAL MEDIA

### 1. Content Submission for Main Pages:

- To share content for the main Instagram or Facebook page, please email it to [socialmedia@redwoods.edu](mailto:socialmedia@redwoods.edu).
- All faculty are encouraged to submit content, even if their department doesn't have its own social media presence. Diverse content from across campus keeps the main pages engaging.

### 2. Photo Release Forms:

- A photo release form **must** be completed for anyone appearing in photos or videos submitted for posting. It can be downloaded here: <https://internal.redwoods.edu/formsresources/Communications/PhotoVideo%20Release%20012417.pdf>
- The completed forms should be sent via interoffice mail to the print shop.
- Include a note with the following information:
  - Department or class name (e.g., Career Center, FNR 15)
  - Year (e.g., Fall '22)

### 3. Creating New Departmental Social Media Pages or Accounts:

- All new social media pages or accounts representing a department or program at the college must be approved **in advance** by the Marketing & Communications Department.
- This ensures brand consistency, adherence to college policies, and proper management of the accounts.
- The Marketing & Communications Department will also need to be granted admin privileges on any new pages or accounts to provide support and oversight.

### 4. Contact Information:

- If you have any questions about these protocols, the content sharing process, or creating new social media pages, please contact the Marketing & Communications Department.
- We are happy to provide guidance and support in navigating the college's social media landscape.

## **5. Things that should be obvious, but must be said:**

When managing social media pages for an academic program, it's essential to maintain professionalism and adhere to guidelines that reflect the institution's values and mission. Here are some categories of content that are obviously unacceptable and should be avoided:

- **Inappropriate Language and Imagery:** Any content that includes offensive language, vulgarity, hate speech, or discriminatory remarks is unacceptable. This also extends to images or graphics that could be considered inappropriate, offensive, or in poor taste.
- **Misleading Information:** Sharing false, misleading, or unverified information can damage the program's credibility. Ensure that all posts are fact-checked and sources are reliable.
- **Personal Attacks and Bullying:** Content that targets individuals or groups for harassment, bullying, or personal attacks is strictly prohibited. This includes comments, memes, or any form of communication that could be perceived as hostile.
- **Privacy Violations:** Posting personal information without consent, including student or staff photos, personal details, or confidential information, violates privacy policies and can lead to legal issues.
- **Political Endorsements:** While discussing political events or policies that impact education may be relevant, outright endorsements of political candidates or parties can be inappropriate and alienate portions of your audience.
- **Commercial Advertising:** Using the academic program's social media pages to promote personal businesses, products, or services not related to the institution is unacceptable. All content should be relevant to the academic community and its interests.
- **Unprofessional Behavior:** Posts that showcase or encourage unprofessional behavior, such as substance abuse, unethical actions, or any form of misconduct, should be avoided.

## **Chapter 6: Learning and Student Development**

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### **ENROLLMENT SERVICES**

The matriculation process at College of the Redwoods is made up of a number of components, all designed to work together to promote and enhance student success. The major components of matriculation are:

#### **ADMISSIONS AND RECORDS**

Admissions and Records provides pre-enrollment information; promotes early applications; and collects, processes, stores, utilizes, and secures appropriate data necessary to meet the needs of students and the institution. This includes transcript acquisition; pre-enrollment record evaluation; student record keeping, timely communication; and support of other areas that promote student access, persistence, and success.

#### **ORIENTATION**

Orientation is designed to acquaint new, transfer, and returning students with the curricula, programs, policies, procedures, services, facilities, activities, and resources available at College of the Redwoods.

The orientation process utilizes students, staff, faculty, and community members in a variety of activities.

## ADVISING, COUNSELING, AND PLACEMENT

This component is designed to provide Student Education Plans, assistance with course and program placement, and service referral. Activities are held through the year to promote student awareness, persistence, and success.

## STUDENT FOLLOW-UP

These services are intended to monitor academic progress, facilitate Student Education Plan adjustments, provide special support services, and encourage goal attainment. There is a special focus on students with undecided majors or goals, probationary students, and students enrolled in basic skills classes.

## RESEARCH AND EVALUATION

The college has the Office of Institutional Research for ongoing evaluation of the effectiveness of the matriculation process. One of the primary responsibilities in this area is to monitor the fulfillment of statewide objectives, assessing the impact of matriculation on other college programs and services. The component also includes validation of prerequisites, selection of appropriate measures for placement, and studies of retention and success.

## ADMISSIONS AND RECORDS ROSTER PROCEDURES

### OPENING ROSTERS

As late as possible before the first class meeting, faculty must retrieve their initial class rosters using Web Advisor. By selecting "Class Roster-CR Vers." you can get access to text versions of class rosters. It is possible to create Excel spreadsheets of rosters (and grades) through Canvas by going to "Grades" and choosing to "Export" the grades.

### CENSUS ROSTERS

The most important single document for which the instructor is primarily responsible is the census roster. The census roster is a permanent record that will remain on file. Any questions regarding rosters should be directed to the Admissions and Records Office. It is essential that all permanent records be legible and accurate and signed in ink by the instructor. Because district revenues derive from state apportionment that is based on our reporting of census-week enrollments, because our students rely on the accurate reporting of their academic records, and because the law mandates us to do so, it is *vital* to the operation of the college that instructors sign and return their census-week rosters to the Admissions and Records Office by the due date.

Instructors' paychecks may be held back if rosters are not submitted on time. See the college Web site for more information on BP 7370, "Withholding Academic and Other Payroll Warrants."

### WEEKLY CENSUS COURSES

These courses are regularly scheduled each week the entire length of the term. Apportionment for weekly census courses is calculated from enrollment numbers on census days that are designated during each term. Instructors must disqualify all students not actively attending/participating in classes as of the business day preceding the census date.

## POSITIVE ATTENDANCE COURSES

The term "positive attendance" appears at the top of the roster for these courses. They are generally scheduled other than the entire length of the term or, if full-term, they do not have scheduled days and hours. Apportionment is based upon actual hours of attendance for each student, and attendance must be recorded for each student every class meeting and totaled for each student at the end of the course. For positive attendance courses, attendance may be used as a grading criterion; but in any event it must be accurately documented on the positive attendance roster which is sent at the end of each term. Instructors are expected to clarify their attendance standards to the students at the beginning of each term along with their evaluation and grading procedures. For answers to questions about attendance accounting or grading policies, please contact the Admissions and Records Office, x4200.

## FINAL GRADES

Final grades are entered using Web Advisor. A PowerPoint has been prepared for faculty use for those wishing to review the process on their own. Questions regarding grading via Web Advisor may be directed to Tiffany Schmitke, [tiffany-schmitke@redwoods.edu](mailto:tiffany-schmitke@redwoods.edu).

## ACADEMIC COUNSELING AND ADVISING SERVICES

Academic counseling, career counseling, and academic advising services are provided in the Student Services Building on the Eureka campus and at the Counseling Office at the branch campuses. The counseling and advising staff helps students to:

- Complete a student educational plan
- Identify resources and make referrals to other student services areas
- Understand prerequisites
- Obtain graduation, certificate, and degree information
- Obtain academic advising to select appropriate courses
- Prepare for transfer to CSU, UC, and other four-year institutions
- Resolve problems related to academic persistence and success
- Provide additional services for at-risk students, including students on academic probation, undecided ed goals, and requiring pre-collegiate classes.

For more information, call x4150. Counselors and advisors provide additional services for at-risk students, including students on academic probation, with undecided educational goals, and requiring pre-collegiate classes. Contact: x4150

## EOPS/CARE/NextUp/CalWORKS

Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and NextUp are state-funded programs designed to help low-income, academically disadvantaged students succeed in college. EOPS services include academic counseling and advising,

grants, textbook vouchers, transportation assistance, priority registration, and career/transfer exploration. CARE provides additional grants to EOPS students who are single parents receiving cash aid. NextUp provides additional grants and services to EOPS students who are current or former foster youth. CalWORKs provides academic counseling and advising, transportation assistance, priority registration, work-study jobs, and a laptop lending library to parents who are receiving TANF. The EOPS/CARE/NextUp and CalWORKs main offices are located in the Learning Resource Center at the Eureka Campus, but services are available districtwide. For further information about EOPS/CARE/NextUp email [eops-staff@redwoods.edu](mailto:eops-staff@redwoods.edu) or call x4270. For more information about CalWORKs email [calworks-staff@redwoods.edu](mailto:calworks-staff@redwoods.edu) or call x4581.

## STUDENT ACCESSIBILITY SUPPORT SERVICES (SASS)

The goal of Student Accessibility Support Services (SASS, formerly DSPS) is to provide accommodations, services, and courses that support the College's commitment to accessibility for students with disabilities and diagnosed health conditions, per ADA, Sections 504 and 508 of the Rehabilitation Act of 1973, and Title 5 of California Code of Regulations.

SASS offices are located in Student Services/Administration SS113 at the Eureka campus and near the Library at the Del Norte site. SASS may be reached at (707) 476-4280 or [sass@redwoods.edu](mailto:sass@redwoods.edu).

Below is a brief description of what SASS provides. **More comprehensive information, including faculty rights and responsibilities and definitions of accommodations, may be found in the SASS faculty handbook, available on the [SASS website](#).**

## ACCOMMODATIONS

SASS offers a variety of accommodations and services, including but not limited to:

- Counseling and advising
- Priority registration
- Registration assistance
- Alternate format of print materials, including Braille, large print, audio material, E-text)
- Adaptive hardware and software
- Testing accommodations
- American Sign Language interpreters
- On-campus transportation (Eureka campus only)
- Digital voice recorders and smart pens
- Note-taking assistance
- Captioning
- Liaison with community agencies and on- and off-campus referrals
- Advocacy

## COURSES

SASS courses are open to all students, but SASS students may repeat the courses below as needed:

- Adaptive Physical Education (PE 90, 98, & 302)
- Learning Disabilities Assessment (GUID 143)
- Living skills courses for students with cognitive impairments (GUID 206-211, & 252)
- LIGHT Center Applied Study Skills and Strategies (GUID 145-148, & 246); available services include:
  - Tutoring in English, math, science, and various other subject areas (see SASS website for tutor subject areas)
  - Adaptive learning/study strategies for learning and other disability types
  - Reading strategies to improve comprehension and retention
  - Screening for reading comprehension
  - Memory strategies for improving recall
  - Citations and document formatting
  - Note-taking skills
  - Test-taking skills
  - Time management
  - Motivation
  - Self-advocacy
  - Basic technology/computer skills

## QUALIFYING HEALTH CONDITIONS

Qualifying health conditions may include but are not limited to:

- Acquired Brain Injury
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Autism Spectrum
- Blind and Low Vision
- Deaf and Hard of Hearing
- Intellectual Disabilities
- Learning Disabilities
- Mental Health
- Physical Disabilities
- Other Health Conditions which limit a student's ability to access the educational process

## REFERRING STUDENTS TO SASS

Any faculty member who suspects a student's success is being hampered by a health condition is encouraged to gently refer students to SASS. Please note that students can be encouraged, but not required, to apply to SASS.

Many students may not consider themselves to have a disability—identities and labels are one reason we changed our name from DSPS (Disability Services and Programs for Students) to SASS (Student

Accessibility Support Services). Mental health and ADHD are two great examples—those students often do not consider themselves to have a disability even though they qualify for our program. Additionally, many students may not even know that they have a qualifying health condition (such as those students never tested for a learning disability or those who don't have access to a medical provider or therapist). Help us gently refer students to SASS without labeling them as having a disability. Faculty are encouraged to contact SASS themselves for more guidance on how to help diverse learners learn.

Additional common referral options for faculty:

1. General announcement of SASS accessibility accommodations
  - It is best practice that instructors review the SASS syllabus statement with students on the first day of class when reviewing the course syllabus (see below for syllabus language). In general, it is recommended that instructors provide SASS contact information and encourage students with health conditions (sensory, physical, psychological, or learning) to use SASS as a student resource.
2. Student self discloses
  - If a student self discloses to you that they have a disability or health condition, explain that the SASS program could be a helpful way to obtain additional support and resources. If the student does not feel that their condition is “severe” enough to qualify for services, you can inform them that SASS serves all types of health conditions. Encourage them to connect with SASS to learn more about the program and determine whether they could qualify for services through SASS. If the student agrees, you can contact our team via email and include the student to make a direct connection, or walk the student over to our office (SS113 in the Student Services/Administration building at the Eureka campus, or the LIGHT Center on the far side of the Library at the Del Norte Instructional Center).
3. You observe a student struggling academically, emotionally, and/or physically
  - If you observe a student academically, emotionally, and/or physically struggling in your course, it is recommended that you place a [BIT referral](#) or email BIT to refer the student for support services. If you indicate a need for SASS or support for a disability or physical/mental health condition, that will help direct the BIT referral to a SASS representative.
4. Students at Pelican Bay State Prison may have more difficulty contacting SASS for services. If those students agree, you can contact SASS on their behalf to request an application for services.

## SYLLABUS STATEMENT

**Below is a copy of the SASS statement from the Canvas syllabus coversheet. Please check Canvas for the most up-to-date version of this message.**

### Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#) counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Student Accessibility Support Services (SASS). If you are unsure whether you qualify, please contact SASS for a consultation:

[sass@redwoods.edu](mailto:sass@redwoods.edu).

Eureka: 707-476-4280, Student Services Building, first floor

Del Norte: 707-465-2324, Main Building, near the library

Klamath-Trinity: 707-476-4280

## SUPPORT SERVICES AGREEMENTS

Academic accommodations are provided to SASS students each term. To have a mutual understanding between the instructors and the student, a SASS Support Services Agreement (SSA) letter specifying their approved accommodations is created each term between the student and the SASS office. Each student who is eligible for accommodations in the classroom will provide a copy of the SSA letter to their instructors.

Faculty are required to provide accommodations for students who have a current SSA letter. These accommodations are varied and specific to each student, but often include permission to record lectures, additional time for exams, and distraction-reduced testing environments. More thorough definitions of accommodations are available in the SASS faculty handbook, on the [SASS website](#).

The student provides proof of eligibility for testing accommodations to the course instructor by

presenting the SSA and an ASC test proctoring card (for students at the Eureka campus). The instructor signs the ASC proctoring card and keeps a copy of the SSA. The student returns the ASC proctoring card, which verifies authorization for test proctoring and accommodations, to the ASC. Instructors are responsible for transporting testing materials to and from the ASC. Contact the SASS office with questions regarding test proctoring at other instructional sites.

**Note: Starting Fall 2024, SASS will begin implementing “Accommodate,” an online system available to both faculty and students via CR’s single sign on. Once the Accommodate system is implemented, students will be able to request SSA letters through Accommodate and faculty will be notified via their CR email that a new SSA is available for them to view. Additional information will be shared with faculty as this system is brought online. Students will still be encouraged to discuss their SSA letter directly with their faculty.**

Please reach out to SASS at any time with questions about supporting students with health conditions, implementing accommodations, or anything else regarding accessibility.

## TRANSFER CENTER

The Transfer Center provides information and assistance for students who wish to transfer to a four-year university or college. Transfer Center services are designed to reduce transfer obstacles and ensure a smooth transition for students from a community college to another institution of higher education. Some of the resources the Transfer Center provides include academic advising, information about transfer admission agreements, special transfer events, and an annual College Transfer Fair.

## CHILD DEVELOPMENT CENTER

On-campus child development services are available to students, faculty, and community members at College of the Redwoods [Child Development Center](#) for children of ages 18 months through kindergarten age. The Child Development Center (CDC) provides a hands-on, developmentally appropriate curriculum for children as well as a high quality lab setting for Early Childhood Education students. The CDC is accredited through the National Association for the Education of Young Children (NAEYC).

Fees are based on full and part day schedules and age of the child. Some subsidized childcare is available for income eligible families.

Parents are urged to visit the program with their child. Note: *Drop-in care is not available*. Contact the CDC for their hours and registration materials, visit or contact the CDC, located near the Community Stadium toward the rear of the main parking lot. For further information, call x4337.

## FINANCIAL AID

The [Financial Aid Office](#) at College of the Redwoods provides information and service on a year-round basis to all currently enrolled and prospective students. Eligible students may receive financial aid assistance in the form of gift aid (scholarships and grants), loans, and/or a work-study job.

To remain [eligible](#) for aid, a student must complete 67 percent of the units attempted and must maintain a cumulative GPA of at least 2.0. Students who are administratively dropped from classes may come back to class to ask faculty for reinstatement when they discover that they do not have enough units to

continue receiving financial aid checks. Financial aid eligibility is terminated if students do not complete their course of study within a reasonable number of units. Students may also be suspended from aid eligibility if faculty do not submit grades by the deadlines established by the [Admissions & Records Office](#), as reports determining eligibility are produced immediately after grade submission dates. Faculty are strongly encouraged to submit final grades PRIOR to the deadline for grade submission at the end of each term to allow enough time for eligibility determination.

It is possible that students may inappropriately receive financial aid based on enrollment in classes that they have never attended. It is important that "no show" students are dropped and that students who exceed the instructor's limit for absences (if any such limit is imposed by the instructor) are also dropped as quickly as possible. Some students who stop attending their classes will deliberately not drop those classes to receive financial aid. If a student receives financial aid for the entire semester, then receives all "F" or "NC" grades, the Financial Aid Office must calculate how much the student actually earned, based on the student's last date of attendance in all those classes. *For this reason, it is important that instructors include a last date of attendance when giving an "F" or "NC" grade.* If the student stopped attending very early in the semester, this calculation may result in the student having to repay Title IV aid programs. For this reason students who stop attending should be dropped as quickly as possible after their last date of attendance. Students who are determined to owe some or all of their financial aid back may lose further eligibility for financial aid or be prevented from enrolling in future classes at CR or receiving transcripts..

The [CR Foundation](#) administers over \$250,000 annually in CR endowment scholarships, as well as private, corporate, and other Foundation scholarships. Scholarship announcements are posted in a variety of ways including on bulletin boards around campus, on CR's website and via email. Faculty participation in the scholarship application process is encouraged through publicizing the availability of scholarships, reading/scoring applications, and by serving on Scholarship Selection Committees.

## STUDENT COMPLAINTS

The following summarizes the most common complaints and how to begin the process of handling them.

<b><i>Nature of complaint:</i></b>	<b><i>Refer complaint to:</i></b>	<b><i>AP Procedure:</i></b>
Grade disputes	1. Work with student to resolve 2. Refer to Dean for mediation 3. Begin Grade Challenge process	<a href="#">AP 4231</a>
Policy and procedure appeals	1. Refer student to Division or Center Dean or Director	<a href="#">AP 5530</a>
Harassment, discrimination, bullying	1. Try to resolve 2. Refer to Deans, Human Resources and/or Vice President of Student Development (Conduct	<a href="#">AP 3435</a> <a href="#">AP 3430</a> <a href="#">AP 3431</a> <a href="#">AP 5500</a>

	Officer) 3. Begin procedural processes	
Student conduct Issues	1. Attempt to resolve  2. Refer to Dean or Vice President of Student Development (Conduct Officer)  3. Begin Student Conduct process	<u>AP 5500</u>
Student discipline in the classroom	1. Work with Student to resolve  2. Refer to Dean or Vice President of Student Development (Conduct Officer)	<u>AP 5500</u>
Student-faculty conflicts	1. Try to resolve  2. Refer to Dean for mediation	<u>AP 5530</u>
<p><i>Please call the office of the VP of Instruction and Student Development, 476-4109, if you are unsure how to refer a complaint.</i></p>		

## STUDENT COMPLAINTS - GRADE CHANGES

The course grade given to each student shall be determined by the instructor(s) of the course. The determination of the student's grade by the instructor(s), in the absence of mistake, fraud, bad faith, or incompetence, shall be final. A student who has evidence that the course grade awarded to him/her by the instructor(s) of the course is based upon mistake, fraud, bad faith, or incompetence may appeal the grade by following the process outlined in

AP 4231. The course grade challenge process is not a legal proceeding. Advocates may attend but cannot act as legal counsel. For more information on this process contact the Vice President of Instruction, 476-4109.

## STUDENT COMPLAINTS OTHER THAN ACADEMIC COMPLAINTS OR UNLAWFUL DISCRIMINATION

If a student wishes to lodge a complaint other than academic complaints or unlawful discrimination, he or she may seek redress through the procedures described in AP 5530. Student complaints adjudicated under these regulations are those complaints brought against a decision made or action taken by the College that is alleged to adversely affect a student's status or privileges. These complaints may include matters such as: complaints about college staff, complaints about a service or program, or complaints that due process was not followed.. Student complaints within the purview of this regulation must be filed within thirty (30) days of the decision, action, or incident that is the source of the complaint using the process outlined in AP 5530.

## INFORMAL vs. FORMAL RESOLUTION

It is always recommended that students first attempt to resolve grievances informally, by consultation

with the specific administrator, classified worker, or other college employee. It is at this preliminary stage that most complaints shall be resolved. Such a meeting should be held in private and within ten (10) days of the original complaint; students have the right to have an advisor or mediator present. All issues involved should be clearly defined so that they may be discussed as objectively as possible. If the complaint cannot be satisfactorily resolved at the informal level, then the formal resolution process shall be followed.

## GUIDELINES FOR HANDLING DISRUPTIVE STUDENT BEHAVIOR

### WHAT IS DISRUPTIVE BEHAVIOR?

According to the Student Code of Conduct, disruptive behavior can include, but is not limited to, the following:

- Verbal abuse
- Willful damage to personal or college property
- Physical abuse or threats
- Use of drugs and alcohol on college premises
- Harassment
- Inordinate demands for time and attention
- Cheating or plagiarism
- Furnishing false information to the college
- Disruption of a classroom, administrative, or campus activity

The disruptive student is one who, through his/her behavior or attitude, interferes with academic or administrative activities on campus or at district-sponsored activities. Disciplinary action is taken on the basis of explicit behavior or attitude that is in violation of the Student Code of Conduct, regardless of the cause.

### WHAT ACTION SHOULD YOU TAKE IF YOU ENCOUNTER DISRUPTIVE BEHAVIOR?

Minor annoyances and non-threatening disruptions are expected to cease upon the first request. Repeated behavior should be handled according to the guidelines set forth in the Student Code of Conduct. *These guidelines are applicable to the classroom or to any administrative or campus-related activity.*

### INFORM THE DISRUPTIVE STUDENT:

1. Of the appropriate standards of behavior;
2. That the disruptive behavior will not be tolerated because it is interfering with the educational process or functioning of a campus activity or because it is depriving others of the right to learn, the right to service, and/or the right to feel safe; and
3. That he or she will be reported to the Dean/Director, Student Development, or campus administrator, if the behavior continues.

This verbal notice must be followed with one in writing, and a copy given to the student at the next class meeting.

### IF THE DISRUPTIVE BEHAVIOR CONTINUES:

1. You have the right to ask the student to leave your class for the day of removal and for the next

class meeting.

2. If the student refuses to vacate the premises, call Public Services/Security at x4112, or campus administrator for assistance.

## HOW TO REPORT AN INCIDENT OF DISRUPTIVE BEHAVIOR

1. Call Public Services/Security at x4112 at the Eureka campus, or the local law enforcement, if the student appears threatening or dangerous.
2. Contact your Division Dean/Director and the Vice President of Student Development, if the student's behavior is disruptive but there is no imminent danger; e.g., the student stopped the disruptive behavior upon request, or the student is being referred for disciplinary action.

It is important that incidents of disruptive behavior be reported so the college can monitor and utilize appropriate intervention to minimize the occurrences of disruptive behavior. When referring or reporting disruptive behavior, be specific, concise, and describe observable behavior. Avoid evaluative diagnosis. All verbal reports must be followed up in writing directly to the Division Dean/Director, Vice President of Instruction and Student Development.

## WHAT HAPPENS AFTER A DISRUPTIVE INCIDENT IS REPORTED?

Disciplinary matters are handled by the Vice President of Instruction and Student Development, designee, or campus administrator. The disciplinary action taken will depend upon the seriousness and complexity of the disruption. Disciplinary sanctions range from reprimands to expulsions. The student's due process rights and procedures are followed per Code of Conduct. FERPA regulations may also apply.

## STUDENTS IN CRISIS? - BEHAVIOR INTERVENTION TEAM (BIT)

The Behavior Intervention Team is a support mechanism and safety net. BIT meets to discuss a student who is having difficulties. The goal is to seek solutions that will support the student and, hopefully, prevent the necessity of disciplinary action. Anyone can make a referral to the Behavior Intervention Team if they notice a student who needs support or assistance. Referrals to the Behavior Intervention Team can be made via email or phone call to any member of the team. Team members can be found on the CR website under [Behavior Intervention Team](#).

For more serious situations that need an immediate response, please call Public Safety at x4111.

## BEHAVIORS THAT MAY INDICATE A REFERRAL

Student is:

- Emotional or cries in class
- Appears depressed or despondent
- Says he has no money for food, bus, etc.
- Seems to be ill frequently, or her appearance suggests a rapid change in health; attendance drops
- Displays passive-aggressive behavior
- Disrupts the interpersonal interactions with other students

- May write papers or give speeches about topics that concern you
- Uses words or makes references that suggest he is "in trouble."

## HOW TO MAKE A BIT REFERRAL

Anyone who has a concern about a student can make a referral to the [Behavior Intervention Team](#). (BIT). Referrals can be made via the [referral button](#) on the BIT website or by emailing [BIT@redwoods.edu](mailto:BIT@redwoods.edu).

## STUDENT CODE OF CONDUCT AND DISCIPLINARY PROCEDURES [BP 5500 / AP 5500](#)

### PURPOSE OF THE CODE

Consistent with the College of the Redwoods mission is an expectation that students will govern themselves in terms of appropriate behavior with emphasis on self-respect and respect for others. It is the practice of the College to respect the properly exercised rights of its students. The College recognizes a student's rights within the institution to freedom of speech, inquiry and assembly; to the peaceful pursuit of education; and to the reasonable use of services and facilities of the College.

The College has adopted a Student Conduct Code and Disciplinary Procedure to maintain a learning environment of respect, civility, safety, and integrity for all members of the College community. In addition to the code, students must also recognize and comply with the standards of classroom behavior as stated in their individual course syllabi. Acts of academic dishonesty, disruptive student behavior in the classroom, and appeals to sanctions imposed in each case, are under the jurisdiction of the faculty member and the academic department administrator. Further, students must understand that threats of violence are considered a serious infringement upon the learning environment and will be acted upon accordingly.

### STUDENT RIGHTS

Procedural fairness and due process is basic to the proper enforcement of all College regulations. Accordingly, no disciplinary action shall be initiated or sanction imposed against students or student organizations until they have been notified in writing of the charges against them and their rights under this Code, and given the opportunity to be heard except in cases where interim suspension is warranted for the health and safety of the community.

Any student facing possible disciplinary action is entitled to the following procedural rights:

- The right to be notified in writing of the charges against him/her;
- The right to know the nature of the evidence against him/her (unless release of the evidence would endanger the health or safety of victim(s) or witness(es))
- The right to present information and witnesses relevant to his/her defense;
- The right to freedom from compulsory self-incrimination; and
- The right to appear with an advisor.

All College regulations and policies pertaining to student discipline shall be published, distributed, or posted in such a manner as to furnish adequate notice of their contents to students or student organizations. Each student is responsible for knowledge and compliance with the Student Conduct

## Code and Disciplinary Procedure.

Procedures enacted in response to a perceived violation of the Code of Conduct are detailed in [AP 5500](#). In general, the Vice President is responsible for administering and supervising these proceedings.

### CODE OF CONDUCT VIOLATIONS

Students are expected to demonstrate qualities of morality, integrity, honesty, civility, honor, and respect. Disciplinary action may be initiated by the College and sanctions imposed against any student or student organization found responsible of committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. Academic dishonesty, which includes cheating, plagiarism, and hampering or discrediting the academic work of others,
2. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities.
3. Continued disruptive behavior or obstructing the work and operation of the College, including willful disruption of the orderly operation of the campus.
4. Defamation: An individual shall not use defamatory words or phrases or distribute defamatory materials. Defamatory words or materials are those that: (1) are false and expose any person or the college to hatred, contempt, ridicule, disgust or an equivalent reaction; or (2) are false and have a tendency to impugn a person's occupation, business, or office.
5. Violation of the College's computer use policy or any conduct that constitutes a computer-related crime pursuant to Penal Code, section 502. Use of electronic technology includes, but is not limited to: internet, e-mail, telephone, fax machines, or instant messaging to intimidate another member of the College community.
6. Theft (actual or attempted) or destruction of College property or property belonging to a member of the College community or other abuse of College computer facilities, programs, technology and equipment.
7. Coercion, which is defined as attempting to compel, control, or manipulate another through the threat of force, intimidation, exploitation of fear or anxiety, including explicit and implied physical and verbal threats against another person or bullying as defined in Board Policy 3431 and Administrative Procedure 3431.
8. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public service functions on or off campus, or of other authorized non-College activities when the conduct occurs on College premises.
9. Intentionally obstructing or denying access to facilities or services to individuals entitled to use such services or facilities.
10. Intentionally interfering with the lawful rights of other persons on campus.
11. Violation of the District's nondiscrimination or sexual harassment policies, or engaging in harassing, or retaliatory behavior in violation of District policy or sexual assault or misconduct or physical abuse, including but not limited to rape, domestic violence, dating violence, sexual assault, stalking or sexual exploitation. Sexual misconduct, including discrimination based on

gender, sexual harassment, dating violence, domestic violence, sexual assault, stalking, sexual exploitation, and hate crimes based on gender are subject to Administrative Procedure 5502.

12. Violation of local, county, state, or federal law, whether it be on or off campus, only when a definite College interest is involved and where the student misconduct distinctly and adversely affects the College's pursuit of its educational mission.
13. Wearing, transporting, storing, or possessing firearms or other weapons on College property (including College-owned vehicles and parking lots), at College-sponsored or College-related functions or events, and during times when acting as a representative of the College whether on or off College premises "Weapons" prohibited by this procedure include firearms, knives, explosives, clubs and other items used as a threat to do bodily harm and facsimiles of such weapons. Prohibitions described in this provision do not apply to any certified law enforcement personnel engaged in official duties. Activities requiring use of the prohibited items may be conducted on approval of the activity by the President/Superintendent or his/her designee.
14. Intentional obstruction of the freedom of movement of pedestrian or vehicular traffic on College premises.
15. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community.
16. Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
17. Detention or physical abuse, or assault or battery, extortion, or intimidation of any person or conduct which is intended to threaten imminent bodily harm or endanger the health or safety of any person on any property owned or controlled by the College or at any College sponsored or supervised functions.
18. Failure to comply with reasonable directions of College officials or public safety officers acting in performance of their duties on campus or affecting conduct on campus.
19. Unauthorized possession, duplication or use of keys to any College premises, supplies or equipment, including computing, networking, or information resources, or unauthorized entry to or use of College premises.
20. Being an accessory to any person on the College campus who is or who is not a member of the College community who violates this code.
21. Violation of College Board policies, published college policies, rules, procedures, or regulations.
22. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on CR premises or at functions sponsored by, or participated in by, CR or members of the College community.
23. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5 or use, sale or distribution of any poison defined in Section 4240 of the Business and Professions Code.
24. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.

25. Willful misconduct that results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.
26. Dishonesty; forgery; alteration or misuse of College documents, records or identification; or knowingly furnishing false information to the College.
27. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises, or the violation of lawful College regulations, or the substantial disruption of the orderly operation of the College.
28. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
29. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.
30. The use by a student of any electronic listening or recording device in any classroom without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids and academic adjustments to a student with a disability.
31. Disengaging smoke or fire detection equipment including tampering with fire or safety equipment, including pull stations, fire extinguishers, fire hoses, smoke detectors, alarm horns and bells or any other fire or safety items, or failure to vacate facilities during fire drills or fire or other emergencies when directed to do so by District or public safety representatives.
32. Initiation of or participation in hate violence.
33. Solicitation or acceptance of money or other thing of value as an inducement, encouragement, or reward for intercollegiate participation in violation of Education Code, section 67361 or false declarations regarding eligibility for participation in intercollegiate athletics under Education Code, section 67362;
34. The offering of any inducement or thing of value to influence the award of any grade or to alter any official College record.

#### AUTHORITY OF INSTRUCTORS

Pursuant to the authority contained in Education Code Sections 76030-76037, the Board of Trustees permits an instructor to remove a student from his/her class for the day of removal and the next class meeting. Removal shall be immediately reported in writing to the Vice President, Instruction and Student Development. A student may be removed if he/she has interfered with the instructional process.

#### APPLICABLE PENALTIES

In all situations, a student shall be informed of the nature of the charges against him/her and be given a fair opportunity to refute them. Arbitrary actions shall not be taken by the college, and a decision may be appealed. Disciplinary action that may be taken because of student misconduct includes the following sanctions:

- Warning
- Disciplinary
- Probation
- Expulsion
- Reprimand
- Suspension

## DUE-PROCESS PROCEDURES

The Vice President of Instruction and Student Development, shall act directly in situations where the student has violated local, state, or federal laws, or the College of the Redwoods Student Code of Conduct. The vice president shall review each case of misconduct with the involved student and determine appropriate sanctions and/or remedies.

The vice president shall inform the student in writing of the college's actions and appropriate means of appeal. A formal hearing to appeal a suspension or expulsion may be requested and shall be arranged by the vice president. For further information regarding the disciplinary hearing process, contact the Office of the Vice President.

## THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (THE BUCKLEY AMENDMENT)

Students at College of the Redwoods are guaranteed certain rights under the provisions of this act. These rights include:

1. The right to inspect and review their official school records,
2. The right to challenge the correctness of these records, and
3. The right of controlled access and release of information.

These rights are designed to protect the privacy of all students or former students from intrusion by anyone, including local law enforcement, without the express written consent of the student. It is, therefore, important that you carefully guard the records entrusted to your care, such as temporary and permanent class lists. Do not post grades by student name or student ID on rooms, windows, bulletin boards, etc. There are serious consequences to the school if these rights are violated. All questions regarding this act should be directed to the Registrar, x4151.

# Chapter 7: Health and Safety

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## ILLNESS AND INJURY PREVENTION PROGRAM

The Redwoods Community College District has developed a formal Illness and Injury Prevention Program to ensure safe and healthful working conditions for all district employees (see BP 6801). This program is intended to standardize and unify safety programs and procedures across the district and to ensure compliance with State and Federal regulations. The President/Superintendent is assigned the primary responsibility for the plan.

## GENERAL SECURITY AND SAFETY

Current policies and procedures regarding security and public safety on the College of the Redwoods campus can be found on the [Public Safety Website](#). In general, any security or safety concerns should be immediately reported to the Public Safety office at 476-4111 (x4111).

The cooperation of all faculty members is requested with respect to the following regulations:

1. When shops, laboratories, and classrooms are open, it is the responsibility of the instructor involved to supervise student use of such facilities.
2. Students should not be permitted to use power-operated machines or equipment without proper and complete instruction in safety precautions and in proper use of equipment. It is the responsibility of faculty members to instruct students as to proper and safe use of all equipment prior to its use.
3. Shop machinery is to be used only when instructors are present in the shop. (Lock the power panel, if applicable. "Kill switches" are provided in all shops and laboratories.)
4. At the close of a laboratory or shop period, or any class, it is the responsibility of the instructor to (1) lock the windows (if he or she has the last period of use), (2) turn out lights, and (3) lock the door of the room, if so assigned by the Dean/Director.
5. Supply rooms are to be locked at all times when not under direct supervision of the instructor involved.
6. Expensive and movable equipment should be under lock and key when not in use.
7. Although students should be encouraged to study, to practice and experiment when class is not in session, such activity should not be permitted by instructors without due regard for safety of students and security of equipment.
8. Students using athletic facilities "on their own" (when not attending a class in which enrolled) do so as a recreational activity. This is comparable to those who use tennis courts on weekends. However, students are not allowed to use the pool, gymnastic apparatus, or weight training room, unless an instructor is on duty to supervise such activity.

## FIRE REPORTING PROCEDURES

### EUREKA CAMPUS

Upon observation of a fire in a campus building, activate the nearest alarm. Alarms report directly to the Eureka Fire Department, via local alarm monitoring services, and fire trucks are dispatched immediately. After activating an alarm, call the Public Safety Office emergency number, 476-4111 (x4111), and give information regarding the fire location. If the fire is not in a building or an alarm cannot be found call x4111 immediately.

### LOCATIONS OTHER THAN EUREKA

If fire is observed at other educational centers and instructional sites 911 should be called immediately, and subsequently, the instructional site manager should be notified.

Any false alarm situation is a serious matter that will be reported to campus authorities as well as local law

## STUDENT ACCIDENTS OR ILLNESS

### EMERGENCY

Any situation which is perceived by the instructor to be an emergency should lead to an immediate 911 call to activate appropriate community emergency personnel. Ideally, the campus emergency line (x4111 on the Eureka campus), or instructional site main office will be called simultaneously (e.g., by a student), to alert campus-based emergency responders. It is advisable for instructors to have an up-to-date Red Cross First Aid Certificate including CPR training.

### FIRST AID

First Aid is the immediate and temporary care given to the victim of an injury or sudden illness until professional medical services can be obtained. For liability reasons, instructors should refrain from administering first aid unless a representative from Public Safety Office cannot be reached, or the situation is urgent. All injuries to staff or students must be reported to a supervisor and to appropriate response personnel, and accident report documents must be filed as necessary.

### EUREKA CAMPUS

If a student becomes ill or injured, they should be referred to the Public Safety Office (x4112). If the student is capable and ambulatory, they may walk themselves to one of these offices for medical treatment; otherwise, a Public Safety officer will come to the aid of the student. All campus Public Safety officers are Emergency Medical Technicians. These responders will assist with assessing the severity of the injury, securing the necessary aid, and filing the appropriate reports with Business Services, Environmental Health & Safety, and/or Human Resources.

## LOCATIONS OTHER THAN EUREKA

Instructors should contact the site's main office center to secure proper medical aid and file a written report.

## FIELD TRIPS

If a student is injured or becomes ill on a field trip instructors should secure necessary medical assistance by administering first aid, arranging transportation to a medical facility, and/or calling 911 immediately. Upon return to campus, the instructor must contact their immediate supervisor for direction regarding the required accident or injury forms to be filed.

## INJURY RESPONSE GUIDELINES SUMMARY

Injury to:	Student	Faculty/Staff
Report to:	Instructor immediately	Supervisor, Department Director, or Dean/Director immediately
Medical Assist call	Eureka Campus - Security, x4111 All other locations dial 911	Eureka Campus - Security, x4111 All other locations dial 911
Provider of Care	Student's own health provider or Emergency Room	District Preferred Medical Provider or employee's pre-selected medical provider
Payment	Primary - Student's own insurance Secondary - CR Student Accident Insurance	CR Worker's Comp. Insurance if injury is AOE/COE, otherwise health benefits
Paper Work and Forms	Student Injury Report form for all injuries except Intercollegiate Athletic CR Student Accident Insurance Claim forms	Supervisor's Report of Employee Injury for ALL injuries Worker's Comp. Form DWC-1 for injuries requiring off campus medical care - notify Human Resources, x4140 immediately

## EMERGENCY CONTACTS

The Eureka Campus emergency number is 476-4111 (x4111). x4111 can be dialed on a 24-hour basis, seven days a week, from interior and exterior campus telephones, with the exception of pay telephones. **This number is for emergencies only.** This number should be used for emergencies involving any of the following public safety services:

- A. Campus security
- B. Fire
- C. Medical

- D. Humboldt County Sheriff's Department (9-1-445-7251)
- E. California Highway Patrol

Non-emergency calls should be directed to x4112.

**OTHER EUREKA EMERGENCY NUMBERS**

City Ambulance	9-1-445-4907 or 9-911
General Hospital	9-1-445-5111
St. Joseph Hospital	9-1-445-8121
Redwood Memorial	9-1-725-3361

**DEL NORTE EDUCATION CENTER EMERGENCY: x2300**

Police, Fire	911
Del Norte Ambulance	888-788-3622
Sutter Coast Hospital	464-8830