Syllabus for BIOLOGY 7

Course Information

Semester & Year: Summer 2024
Course ID & Section #: BIOL-7 V8093
Instructor's Name: Jamie Jackson
Day/Time: Location: Online
Number of Units: 4.0

Instructor Contact Information

Office hours: Zoom by Appointment
Phone number: (626) 768-8344 (TEXT ONLY)
Email address: jamie-jackson@redwoods.edu
NOTE: *I will make every effort to respond to student inquiries within 24 hours.*

Catalog Description

An organ system approach to the study of human physiology. Special emphasis is given to molecular and cellular mechanisms responsible for homeostasis. Labs include experiments on human subjects as well as computerized simulations of complex physiological processes. *Note: This course is required for application to the CR nursing program*

Course Student Learning Outcomes

Upon completion of this course, you will be able to:

1. Illustrate how the integration and regulation of organ systems affects the maintenance of homeostasis in the human body.
2. Relate the key functions of major organ systems with the cellular and molecular mechanisms that enable these functions.
3. Analyze examples of disease processes and relate them to aberrations of normal physiological function.
4. Utilize the process of science to design and carry out physiological experiments, analyze resulting data, and relate results to physiological principles.

Prerequisite

BIOL1 - General Biology

To succeed, students must be college ready and have a solid foundation in cellular biology including the ability to explain the structure and function of cells including membrane structure, organelle function, and protein synthesis.

Objectives

Identify and describe biological molecules.
Identify cell structures and explain their functions.
Relate DNA function to an organism's phenotype.
Relate evolutionary processes to changes in populations.

Outcomes

Describe attributes of life and explain how cells fulfill these characteristics.

Prerequisite

BIOL6 – Human Anatomy

To Succeed, students have a solid foundation in human structure, including the ability to recognize normal structure and describe basic function of human tissues, organs, and organ systems.

Objectives

Develop a deep understanding of the three-dimensional construction of the human body.
Understand the mechanisms underlying human body functions and activities.

Outcomes

Describe key structural features of different human cell and major tissue types.
Identify and describe the anatomy of the systems of the human body.
Relate structure and function at the cellular through system levels of organization of human body systems.
Describe structural or anatomical changes that occur in disease, injury or aging of the human body systems.

Prerequisite

CHEM1A-General Chemistry

To succeed, students must be able to relate biochemical processes with cellular, organ-level, and organismal function, including the ability to invoke physical and chemical principles when analyzing physiological processes.

Objectives

1. Understand how properties of substances are used to distinguish between substances. (LEC)
4. Use atomic structure to determine atomic number, mass number, number of electrons, number of protons, and number of neutrons in an atom or ion. (LEC)
6. Be able to recognize, predict and balance the outcome of common types of chemical reactions such as precipitation, acid/base reactions, combustion, and redox. (LEC)
8. Be able to discuss thermodynamics and how it relates to chemical and physical changes. (LEC)
13. Be able to calculate concentrations of solutions. (LEC)
14. Be able to analyze data and error, report results, and discuss outcomes of laboratory experiments. (LEC)
15. Be able to recognize functional groups in organic compounds, name simple organic compounds, and to predict the outcome of simple organic reactions. (LEC)

Outcomes

1. Solve problems using the principles of chemistry.

OR

Prerequisite

BIOL1 - General Biology

To succeed, students must be college ready and have a solid foundation in cellular biology including the ability to explain the structure and function of cells including membrane structure, organelle function, and protein synthesis.

Objectives

Identify and describe biological molecules.
Identify cell structures and explain their functions.
Explain how DNA replicates and transmits genetic information within organisms.
Relate DNA function to an organism's phenotype.
Apply the processes of scientific inquiry and experimental design to the study of biological concepts.

Outcomes

Apply the process of science to critically evaluate observable phenomenon.
Describe attributes of life and explain how cells fulfill these characteristics.

Prerequisite

BIOL6 - Human Anatomy

To succeed, students have a solid foundation in human structure, including the ability to recognize

normal structure and describe basic function of human tissues, organs, and organ systems.

Objectives

Develop a deep understanding of the three-dimensional construction of the human body.
Understand the mechanisms underlying human body functions and activities.

Outcomes

Describe key structural features of different human cell and major tissue types.
Identify and describe the anatomy of the systems of the human body.
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Prerequisite:

CHEM2 - Introduction to Chemistry

To succeed, students must be able to relate biochemical processes with cellular, organ-level, and organismal function, including the ability to invoke physical and chemical principles when analyzing physiological processes.

Objectives

1. Identify various physical and chemical properties and how they can be used to characterize different types of matter. (LEC)
2. Understand energy changes and their importance in chemical and physical processes. (LEC)
3. Describe the structure of an atom and explain the different types of bonding between atoms. (LEC)
6. Understand the mole as a central quantity relating macroscale measurements to atomic/molecular characteristics. (LEC)
7. Write balanced equations for chemical reactions and quantitatively predict percent yield. (LEC)
8. Understand solubility on the molecular level and calculate solution concentration. (LEC)
9. Recognize the qualitative and quantitative relationships between pressure, volume, temperature, and quantity of a gas. (LEC)
10. Describe dynamic equilibrium in reversible reactions and the effects of concentration, pressure, and temperature on the equilibrium mixture. (LEC)
11. Recognize common acids and bases, their relationship to each other, and their effects on solution pH. (LEC)
12. Learn common organic functional groups and draw the structures of simple organic compounds in various formats. (LEC)

Outcomes

Analyze the fundamental features of chemistry including measurement, mathematical conversion of measured physical properties such as mass, volume, density, pressure, temperature, solutions, concentrations and dilutions.
Demonstrate knowledge of the qualitative features of chemistry including physical and chemical properties, naming and writing chemical formulas of compounds and evaluating chemical reactions.

OR

Prerequisite

BIOL3 - Fundamental Cell Biology

Objectives

1. LAB and LECTURE: Identify and describe biological molecules and cell structures and explain their functions.
2. LECTURE: Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication) .
4. LECTURE: Relate evolutionary processes to the origin and evolution of cells.

Outcomes

Identify and describe biological molecules and cell structures and explain their functions.
Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication, and genetics).
Explain how DNA replicates and transmits genetic information within organisms.

AND

Prerequisite

BIOL6 - Human Anatomy

To succeed, students have a solid foundation in human structure, including the ability to recognize normal structure and describe basic function of human tissues, organs, and organ systems.

Objectives

Develop a deep understanding of the three-dimensional construction of the human body.
Understand the mechanisms underlying human body functions and activities.

Outcomes

Describe key structural features of different human cell and major tissue types.
Identify and describe the anatomy of the systems of the human body.
Relate structure and function at the cellular through system levels of organization of human body systems.
Describe structural or anatomical changes that occur in disease, injury or aging of the human body systems.

AND

Prerequisite

CHEM2 - Introduction to Chemistry

To succeed, students must be able to relate biochemical processes with cellular, organ-level, and organismal function, including the ability to invoke physical and chemical principles when analyzing physiological processes.

Objectives

1. Identify various physical and chemical properties and how they can be used to characterize different types of matter. (LEC)
2. Understand energy changes and their importance in chemical and physical processes. (LEC)
3. Describe the structure of an atom and explain the different types of bonding between atoms. (LEC)
6. Understand the mole as a central quantity relating macroscale measurements to atomic/molecular characteristics. (LEC)
7. Write balanced equations for chemical reactions and quantitatively predict percent yield. (LEC)
8. Understand solubility on the molecular level and calculate solution concentration. (LEC)
9. Recognize the qualitative and quantitative relationships between pressure, volume, temperature, and quantity of a gas. (LEC)
10. Describe dynamic equilibrium in reversible reactions and the effects of concentration, pressure, and temperature on the equilibrium mixture. (LEC)
11. Recognize common acids and bases, their relationship to each other, and their effects on solution pH. (LEC)
12. Learn common organic functional groups and draw the structures of simple organic compounds in various formats. (LEC)

Outcomes

Analyze the fundamental features of chemistry including measurement, mathematical conversion of measured physical properties such as mass, volume, density, pressure, temperature, solutions, concentrations and dilutions.
Demonstrate knowledge of the qualitative features of chemistry including physical and chemical

properties, naming and writing chemical formulas of compounds and evaluating chemical reactions.

OR

Prerequisite

BIOL3 - Fundamental Cell Biology

Objectives

1. LAB and LECTURE: Identify and describe biological molecules and cell structures and explain their functions.
2. LECTURE: Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication) .
4. LECTURE: Relate evolutionary processes to the origin and evolution of cells.

Outcomes. Identify and describe biological molecules and cell structures and explain their functions. Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication, and genetics). Explain how DNA replicates and transmits genetic information within organisms.

Outcomes

Identify and describe biological molecules and cell structures and explain their functions.
Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication, and genetics).
Explain how DNA replicates and transmits genetic information within organisms.

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Prerequisite

BIOL6 - Human Anatomy

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Prerequisite

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8. Be able to discuss thermodynamics and how it relates to chemical and physical changes. (LEC)
13. Be able to calculate concentrations of solutions. (LEC)

14. Be able to analyze data and error, report results, and discuss outcomes of laboratory experiments. (LEC)
15. Be able to recognize functional groups in organic compounds, name simple organic compounds, and to predict the outcome of simple organic reactions. (LEC)

Outcomes

1. Solve problems using the principles of chemistry.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodation 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 challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Required Text and Materials

There are many ways to purchase the required materials. Choose the one that seems best for you.

A textbook is required for this class. However, you have two textbooks to choose from. You do NOT need both. But please look at all the required materials before making your decision. The Silverthorn text can be bundled with the required lab software, PhysioEx.

Option 1- Human Physiology: An Integrated Approach, 8th edition by Dee Unglaub Silverthorn. This is a phenomenal physiology text. The images are excellent, the explanations are clear, and the content is comprehensive.

1. Purchase *any edition of the text on* Amazon https://smile.amazon.com/s?k=silverthorn+human+physiology&ref=nb_sb_noss (Links to an external site.)
2. **RECOMMENDED:** Purchase the text in varied formats (with or without the Mastering A&P study tool) directly from Pearson. Before making purchase decisions, you may want to check

out the PhysioEx requirements, because there are some text/ PhysioEx, packages available directly from Pearson Silverthorn 8th Edition

1. **ISBN 9780135212912** e-text only ($9.99 per month)
2. e-text + Modified Mastering (this comprehensive A&P study tool also includes **PhysioEx**, which we'll be using for labs. We won't be using the study tool for any assignments, but it might provide you with some valuable practice and support while using the text?), 18 month access, ISBN 9780134714868 $99.99 (you can add a loose leaf book to this package for an additional $44.99)
3. **ISBN 9780134605197** Hardcover book $133.32
4. **ISBN 9780134704203** Loose leaf book only $127.99

Option 2- Anatomy and Physiology: OpenStax. This is an excellent anatomy and physiology text. It is an Open Educational Resource, which means you can access the content for free. Because it covers both Anatomy and Physiology, you'll have to sort through the content a bit more than if you just purchased the Physio book above. But the price point is VERY compelling. Here are your options:

1. Access the book totally free at https://openstax.org/details/books/anatomy-and-physiology (Links to an external site.). There are many ways to consume the text including a PDF download (Links to an external site.).
2. Purchase a hard copy of the text (in color, ISBN 978-1-938168-13-0) at https://smile.amazon.com/Anatomy-Physiology-Kelly-Young-dp-1938168135/dp/1938168135/ref=mt_other?_encoding=UTF8&me=&qid=1595194168 (Links to an external site.)

PhysioEx™ 10.0 Laboratory Simulations in Physiology will be the backbone of our lab activities in this online class. There are several ways you can purchase this resource.

Option1: Visit https://register.pearsoncmg.com/reg/buy/buy1.jsp?productID=741511 and pay $34.99 for virtual access to the product.

Option 2: Purchase a hard copy of the lab book for $47.99 that includes access to the simulations: ISBN-13: 9780136643746 PhysioEx 10.0

Option 3: You can also get PhysioEx in a package with the Silverthorn textbook. This option is described above in "e-text + Modified Mastering" ISBN 9780134714868 $94.99

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

Grades

The purpose of grading is to get an idea of how well you are mastering the material in this course. They help you pinpoint troublesome topics that might trip you up in future courses. There are a billion grades in the gradebook, which means you have a billion opportunities to earn points and improve your grade. Everything in the gradebook is driven by your performance on the assessments in the course... and nothing else. In other words, it doesn't matter how much I love you... the grades you EARN on assignments will translate into the grade you EARN in the class. (But I do love you.)

I will use the following scale to determine the letter grade you earn in my class.			
100.0 - 93.00% = A	89.99 - 87.00% = B+	79.99 - 77.00% = C+	69.99 - 60.00% = D
92.99 – 90.0% = A-	86.99 - 83.00% = B	76.99 - 70.00% = C	< 59.99% = F
	82.99 - 80.00% = B-		

I do NOT bump grades higher than the exact percentage you earn. This means that there is no rounding up. Since grade- boundaries are by definition arbitrary, there is no good rationale for letting the boundaries slide; there will always be a cut-off and there will always be someone who is close, but not quite there. Be grateful for the BILLION opportunities you have to earn points as outlined in this syllabus. The grade reported in Canvas is the grade you will earn in the course.

Assessment

Your performance in the course will be assessed based on your execution of the following requirements. (NOTE: I do not accept late work at any time. My life is just too crazy to handle your late stuff. it will get lost. That said. if you turn something in before I get around to grading everything, then chances are excellent that I will actually accept it. So even if it is late, consider completing the assignments anyway. I'm a busy chica. you might just get lucky!)

- Discussions (15%)
  There will be a discussion board for EVERY SINGLE video lecture you watch. Most weeks, that means you'll have TWO of these discussions. Contribute to the board in a meaningful and constructive way and you'll get full credit on these assignments. This is meant to simulate a traditional lecture setting, where questions can be asked and conversation takes place. The purpose of this board is to clarify the CONFUSING concepts in the day's video, as well as celebrate the COOL ones.

  There are two parts to these discussions. FIRST- you must post an original thought, with a meaningful title, talking (briefly- 200 words or less) about something CONFUSING or COOL about the lecture. This original post is due by 11:59am- this is just before noon! Once you publish your original thoughts, the rest of the board will be unlocked, and you will find some

  PRACTICE QUESTIONS that I've posted. You'll also find the original posts of your classmates. By the final due date (11:59pm- just before midnight!), you must engage in a meaningful and constructive way by adding 4 more posts to the board. You can answer my questions, or respond to your classmates, or both. Make the board helpful for you!

  For full credit, you must generate a total of 5 posts to add to the board. In addition, you must:
  - submit an original post that is interesting and generates conversation
  - submit the original post by the due date
  - submit at least one response that meaningfully and constructively engages with classmates
  - come back to the board and participate at least two separate times (with at least 2 hours between posts)
- Labs (25%)
  Each week, there will be LABORATORY activities to complete using the PhysioEx 10.0 Lab Simulation. There is a total of 12 labs in the course in all. It is your responsibility to check the schedule and plan ahead. Once you have access to the PhysioEx lab assignment, you will follow instructions and document your lab work as outlined in the assignment within the lab notebook. In addition to your lab notebook, you will also have a LAB DISCUSSION board where you will talk about the lab.

- Weekly Check-in (10%)
  Each weekend (due Saturday night at 11:59pm), you will have some sort of metacognitive check-in assignment. Most weeks this will be a simple (and very BRIEF - 1 minute or less) video in which you answer some sort of question I pose. This is just an easy way for us to stay connected, which is a really important ingredient that helps me support your success in this class.

- Weekly Online Quizzes (15%)
  Administered through Canvas, these weekly quizzes will cover ALL lab and lecture material for the week. Every week, quizzes will be posted in MODULES. Quizzes will be due Saturday night by 11:59pm. No late quizzes will be accepted so it is not advised that you wait until 11:58 pm to complete the quiz. You may take the quiz twice, and I will keep the higher score. These are excellent practice for your exams. **BE AWARE: There are no make-up quizzes of any kind**!
- Exams (35%)
  There will be four midterm exams throughout the semester that cover material from both lecture and lab, as well as a comprehensive final exam. BE AWARE: There are no make-up exams of any type, unless you have a verifiable, unavoidable, and extreme circumstance.

Summer 2024 Dates

SUMMER SESSION 2024

Summer Session Begins	TBD
District-wide closure (Juneteenth)	June 19
District-wide closure (Independence Day)	July 4
Summer Session Ends (Final Exams)	TBD

Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the Student Information Update form.

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
Log into Canvas at My CR Portal
For help logging in to Canvas, visit My CR Portal.
For help with Canvas once you're logged in, click on the Help icon on the left menu. For tech help, email its@redwoods.edu or call 707-476-4160
Canvas online orientation workshop: Canvas Student Orientation Course (instructure.com)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website. Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.' Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page. In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel
- Do not leave campus unless it has been deemed safe by the campus authorities

Del Norte Campus Emergency Procedures

Please review the Crescent City campus emergency map for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the Redwoods Public Safety Page.

Eureka Campus Emergency Procedures

Please review the campus emergency map for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the Redwoods Public Safety Page. It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction. In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.

4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
   a. Dial 911, to notify local agency support such as law enforcement or fire services.
   b. If safe to do so, notify key administrators, departments, and personnel.
   c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
   d. Contact 530-625-4821 to notify of situation.
   e. Contact Hoopa Tribal Education Administration office 530-625-4413
   f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
   a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
   b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
   c. Close all window curtains.
   d. Get all inside to safe location Kitchen area is best internal location.
   e. If a police officer or higher official arrives, they will assume command.
   f. Wait until notice of all is clear before unlocking doors.
   g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
   h. Do not leave the site unless it has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Canvas Help and Tutorials
- Online Student Handbook
- Online Tutoring Resources

Counseling offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center

- Academic Support Center – offers tutoring and test proctoring for CR students.
- Student Tech Help – provides students with assistance around a variety of tech problems.

Special programs are also available for eligible students include

- Extended Opportunity Programs & Services (EOPS) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- CalWORKS – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821