



## Syllabus for SWHS-1 Intro to Social Work and Human Services

### Course Information

Spring 2024  
Classes: Online-asynchronous  
Course units: 3

### Instructor Information

Professor: Nathalie Dierkx  
Email address: Nathalie-  
Dierkx@redwoods.edu

### Office Hours

I will be available on zoom throughout the week. When requesting a time to meet, include a few time chunks that could work for you. If your request is truly urgent, please indicate that in your email!

## Course Information

### Required Materials

Textbook: Empowerment Series: An Introduction to the Profession of Social Work (6th Edition)  
– Becoming a Change Agent. Elizabeth A. Segal, Karen E. Gerdes, Sue Steiner.

**You do not have to buy the book, I have posted a pdf of it on canvas.** If you want a hard copy in addition, I recommend finding cheap used versions online. The 5<sup>th</sup> and 6<sup>th</sup> editions both work. If you receive EOPS, you can get a textbook stipend.

Additional Reading Booklet- on canvas. You can print or read it all online.

### Course Description

Social Work is a practice-based profession that promotes social change, development, cohesion, and the empowerment of people and communities. Social Work practice involves the understanding of human behavior and the social, economic, and cultural institutions and interactions that we experience. As Social Work practitioners we are required to take a wholistic view of those we work with and to understand how our own lived experiences impact the way that we approach our work. This course is designed to allow students with various opportunities to explore the roots of social work practice, while acquiring generalist practice assessment skills that are needed to be a competent and successful in this line of work. The material presented will provide students with chances to examine human behavior in a social context, while coming to understand the role that power and privilege play in our daily lives. Throughout the semester, this course will pay attention to the diversity of experience and the influence of our individual

and social backgrounds. Upon completion of this course, students will be able to analyze how differences in ethnicity, lifestyle, sexual preference, gender, gender identity, culture, race, ability, mental health and class influence the experience of both the client *and* the social worker.

Classes will include a mixture of lecture, student engagement and individual self-reflection. Students are strongly encouraged to ask questions of the instructor, as well as other students, to learn and grow in your understanding of ourselves and of this career path. Each of us comes to this course and this career path with different lived experiences. Rather than expecting others to accept one viewpoint, students will be encouraged to allow space for the experiences of others from differing backgrounds to exist simultaneously. Through this understanding of ourselves and those around us, students will begin to develop an ecological approach to their understanding of Social Work and Human Service.

### **Course Student Learning Outcomes (*from course outline of record*)**

Upon successful completion of this course, students will be able to:

1. Discuss the historical evolution of social welfare and human services in the United States.
2. Understand historical and contemporary influences of social work practice through the application of multidisciplinary approaches and current academic research.
3. Be able to evaluate human behavior, diversity and socio-political influences using current theoretical perspectives that maintain ethical principles states in the National Association of Social Workers (NASW) Code of Ethics.
4. Demonstrate knowledge of intervention approaches to address issues to mental health, education, differing abilities, class, gender, gender identity, race and social justice.
5. Demonstrate knowledge of the core competencies required of social workers by the Council on Social Work Education (CSWE).
6. Demonstrate the ability to define generalist social work practice as it relates to individuals, groups, communities and policies.
7. Assess human behaviors in the social context with attention to the diversity of experience and the influence of social background.
8. Demonstrate critical thinking in envisioning ways of collaborating, negotiating, and advocating in working with and within social welfare and human services agencies and institutions.
9. Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations, with attention to cultural humility and oppressed groups.
10. Explain the current service delivery system in which social work and human services clients' needs are addressed.
11. Explain the services provided by a local social welfare agency.

## Before Asking for Help From Your Instructor... ☺

**Be sure to check your canvas, emails, and syllabus for the information that you are seeking.** In the field of Social Work, professionals are often asked to find answers to complex laws, policies, and regulations. Often, we are working in agencies that are fast paced and require us to be on the move. This can mean that we are on our own to find the answers that our clients need. Your ability to find and interpret those answers on your own is key to your success. This course is a great opportunity to hone your skills.

## Course Structure

### Schedule of Topics

Week 1: Welcome and Getting to Know Each Other, Asking Thoughtful Questions, Skills

Week 2: What is Social Work and Who Are Social Workers?

Week 3: History of Social Work in the United States, Understanding Our Own Lens

Week 4: Capitalism, Poverty, and Economic Inequality

Week 5: Human Rights and Social and Economic Justice

Week 6: Dimensions of Diversity, Identity, Positionality, and Intersectionality

Week 7: Generalist Social Work Practice, What Social Workers DO

Week 8: Child Welfare, Working with Children and Families, Indian Child Welfare Act

Week 9: Living Long and Aging Well- Social Work with Older Adults

Week 10: Health Care Services and Medical Social Work

Week 11: Mental Health Services, Learning Disabilities, Disability Justice

Week 12: School Social Work and Issues of Housing Insecurity, Gentrification, and  
Neighborhoods

Week 13: Substance Abuse and Harm Reduction

Week 14: Social Work and the Criminal Injustice System: Policing, Prisons, and Abolition

Week 15: Crisis, Trauma, Disasters: Social Work in a Globalized Landscape, Migration,  
Exclusion/Inclusion, and Mutual Aid

### Class Structure- Online and Asynchronous

This is an online asynchronous course. That means that all materials are online and all assignments will be completed online. Asynchronous means that we will not have a scheduled live meeting time. The structure of this course and course assignments will be as follows:

- Each week, by the end of the day Monday, I will post a lecture video for that week
- In that video there will be multiple prompts for you to answer (will be very straightforward as long as you have read and/or will ask for your opinions and personal experiences).
- By Thursday at noon, you will post your response to those prompts. These will often very brief prompts.

- By the following Monday at noon, you will respond to one of your classmates' responses (or more if you're interested).
- Each week, your reading questions will be due Friday at 5pm.

For example: In week 2, we will cover Chapter 1. Prior to week 2, you must read Chapter 1 and Chapter 1 Additional Readings. On Monday of week 2, the lecture for Chapter 1 will be posted. By Thursday at noon, you will watch this lecture and respond in the discussion forum. On Friday by 5pm, you will submit your Chapter 1 reading questions. By Monday of week 3 at noon, you will respond to one of your classmates' discussion posts. This pattern will continue throughout the semester and all specific dates are on canvas!

## **Assignments and Evaluation**

### **Assignment Format**

Most of the assignments for this course will involve written materials. When submitting an assignment for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a digestion of that material in your own words. Papers should be dominated with your interpretation, thoughts and understanding of the material, as well as brief quotations and summaries of the course materials. When referencing the text, whether through quotations or summaries, be sure to cite them using APA format. Information on APA format available on the library website as well as the OWL Purdue website.

I will accept submissions via canvas. ALL submissions should have a title (what the assignment is), your name, and your course name (SWHS-1 Fall 2023), and date, along with page numbers. All submissions should be single-spaced, using Times New Roman font in size 12. All assignments must be submitted in MS Word or PDF format.

Submit prior to the deadline. You should account for technological difficulties in the timing of your submission. If something is due by noon, you should plan on submitting at before 11am so you can get support if anything goes wrong and still submit before the deadline.

### **Course Reading Materials**

#### **The Course Textbook**

You will be assigned about one chapter from the textbook a week. You must read this chapter PRIOR to coming to Thursday's lecture classes and you will need to read it in order to complete your questions for that week. We will review how to read textbooks most effectively but mostly you should be taking note of important themes, key words, and the questions and cases throughout that encourage you to think about how this information applies to the Social Work profession.

## **Additional Readings**

In addition to the textbook, there will be articles in the course reader (on canvas) that must be read prior to Thursday's lecture classes. There will be both required readings as well as optional readings to enhance your learning.

## **Schedule of Assignments**

### **Reading Questions**

You have reading reflections due each week. These questions are all in your additional readings booklet and the submission link is up on the "assignments" tab of canvas. They will be due on Fridays before noon.

### **Other Assignments**

1. Introduction Assignment: My path to social work
2. Agency Presentations (due week 15)- we will work on this project in stages

## **Assignments and Course Points**

### **1. DISCUSSION RESPONSES (15 classes/30 total points)**

Your attendance and participation in this course will be evaluated through discussion prompts. Each week, by the end of the day Monday, I will post a lecture video for that week. That video will have multiple brief prompts that you will respond to in a discussion forum by Thursday of that week at noon. Then, you will respond to one of your classmates responses by the following Monday at noon.

For your lecture response, I suggest that you open a document separate from your notes while watching the lecture and when I ask you a prompt, pause the video and write your response. Then, at the end of watching the video, you can submit your responses to the prompts. Your responses should be clear, thoughtful, and complete but they do not need to be particularly long or formal. A large part of Social Work and Human Services education is growing from our own experiences, as well as from those around us. This requires a level of vulnerability, a willingness to self-reflect and an ability to hear from differing world views.

Your response to your classmates' post should add something meaningful and new to the conversation- that can be reference to the materials, bringing in something you learned outside the class, or sharing from your personal experience. Your response can also include questions for the class, instructor, or original poster. They only need to be a few sentences. These responses/engagements with our colleagues are a chance to find common ground, learn from one another and push yourself to see things through another world view.

*Due: Each week, respond to lecture in discussion forum by Thursday at noon and then respond to one of your classmates posts by Monday of the following week at noon. Specific dates on canvas.*

## **2. WEEKLY READING REFLECTIONS (12 reflections/42 total points)**

Each week, there will be a set of about three reading questions. These will mostly include

1. A question about reading comprehension: this question will show me you UNDERSTOOD the reading you did
2. A question about your opinion on something: This will show me you THOUGHT ABOUT and CONSIDERED the reading you did
3. A question applying these concepts to a real-world Social Work scenario: This will show me you can APPLY what you learn to your life and the work you do as a Social Worker and beyond

When submitting reading questions for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a digestion of that material in your own words. Reflections should be dominated with your interpretation, thoughts and understanding of the material. They should also include brief reference to the texts through quotations and summaries, both of which must be cited in APA format. Information on APA format is posted to Canvas.

*Due: Each week Friday 5pm (dates posted on canvas assignment submission links)*

## **3. MY PATH TO SOCIAL WORK (6 points)**

This assignment is an opportunity for me to get to know you a little better: your understanding of, experience with, and interest in Social Work, as well as your own life goals and past experiences that relate to this work. More information about this assignment will be provided on canvas.

*Due: January 29<sup>th</sup> at 5pm*

## **4. SYLLABUS QUIZ (3 points )**

This first assignment is just to make sure you read and understood the syllabus and material on canvas.

*Due: January 19<sup>th</sup> at 5pm*

## **5. AGENCY PRESENTATIONS (10 points)**

This is a three-part assignment spread out over time. It will be your final assignment but not a large or daunting assignment at all. First, you will each select an agency in the area (non-profit,

county, state, tribal) that you wish to learn more about. There are many organizations in our area that provide social work services to individuals, families, and communities. Once selected, students will familiarize themselves with the agency's mission and the population that they serve. This will occur while also taking the time to learn about the barriers or opportunities that organization faces, along with how (and *if*) this agency engages in institutional accountability. Each student will compile their findings into a brief paper that provides the reader with the framework for the agency.

Following the submission of the Agency Overview Paper, students will then synthesize their findings in to a 3-5 slide PowerPoint that students will present to the class. The suggested outline for this will be discussed in class and will be available for reference on Canvas. When approaching this aspect of the assignment, be sure to think about your audience, consider what they need to know to understand the agency's goals and share with them the wisdom you have gained about the program. The intent of this assignment is to educate each other about what resources we have in our community, ways that these agencies help those around us and to make suggestions for ways that they can continue to improve services. In sharing, we help each other fill our toolboxes.

*Due: Check canvas*

**TOTAL POINTS AVAILABLE THIS SEMESTER.....100**

## **Grading Policy**

My priority in grading is student learning. Please reach out if there is something getting in the way of your successful completion of this course. I am happy to give students the opportunity to re-submit an assignment including my feedback in order to obtain a higher grade. The purpose of this is not because you need perfect grades but so that you can integrate feedback and get the most out of your courses and your education.

## **Late Assignments**

With all assignments known in advance, students must work to create a schedule of completion on their own that meets the timeline for this course. Each student is expected to create a buffer for yourself, accounting for any unexpected events (personal and academic) that may occur near the due dates. When submitting assignments to Canvas, technical issues can arise. Be sure that you are allowing time to seek assistance from the Canvas Support folks, should something prevent you from submitting the assignment. If you know ahead of time of challenges with the schedule of assignments, please set a time for us to meet and we can work on a schedule together. If an emergency arises, please email me to let me know as soon as you can and we can come up with a plan from there. Any assignments submitted late will not be able to be resubmitted for additional points.



## Assignment Resubmissions

I allow students to re-submit work for full credit. I will get work back to you the week after you submit and then you will have one week from the day I return work to you to submit any edits.

I will only accept resubmissions on assignments you get less than a 90% on.

You will not rewrite the whole assignment. You will just make a clear indication of where the originally submitted assignment ends and where your edits begin and I will adjust your grade to add any additional points. Make sure to clearly label what you are adding. For example- draw a line after the originally submitted assignment and then write “Reading Questions 3 Edits” and then Question 1 (if that was the question you missed points on).

## SWHS Department Grading Standards

The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. These standards may be different from other courses at CR; however you will find the same standard used for all social work courses. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

- **A+ (98-100%)** - Superior work which meets a level of professional competence and expertise worthy of publication and/or public presentation. (The college does not award an A+ for end of the semester grades, however you may receive this grade on assignments.)
- **A (95-97%)** - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.
- **A-(90-94%)** – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.
- **B+ (87-89%)** – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.
- **B (84-86%)** – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.
- **B- (80-83%)** - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- **C+ (77-79%)** - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- **C (74-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- **C- (70-73%)** – Below Average work which barely meets professional standards of competence and is unlikely to be published or presented without tremendous amounts of work.
- **D+ (67-69%)** – Barely adequate work that does not meet minimum professional standards of competence and is not worthy of publication and/or presentation.
- **D (64-68%)** – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.



- **F (63% or below)** – Unacceptable work that does not meet minimum course expectations.

## Classroom Expectations

### Communication

Since this is an asynchronous course (this means that we do not have a class meeting time or a live zoom, just materials you work your way through on canvas- explained in more detail above), we will do all of our communicating through canvas and email. I want to start with some basic notes about professional email communication. Some of you are experts at this already and many of us can use a refresher (myself included!). I do not need your emails or communication with me to be stiff and academic but I just ask that you follow a few guidelines:

1. **Use a clear subject line:** “Question about Reading Question 1” and “Thoughts about my Future Social Work Career” are very helpful email subject lines. “Help” or “Confused” are not very helpful.
2. **Use professional language:**
  - An email does not need to be formal language like an essay, but this is fantastic practice for your professional career.
  - I am happy if you refer to me as Prof. Nathalie or Prof. Dierkx or Ms. Dierkx or Nathalie.
  - Avoid using slang or emojis and writing in full sentences. This does not mean your emails have to be long, just clear and professional.
    - Excellent, brief, clear email: “Hi Nathalie, I would like to set up time to talk with you about career options in Social Work. Do you have any time this Thursday or Friday? I can do any time those days! Best, Serena”
    - Unclear emails I have received in the past: “i have a ?”, “sorry I dint finish #2” “so what do i do this week”. These do not have enough information for me to be helpful.
  - A few notes on misspelling- not all of us are great spellers and luckily we have lots of computer tools that can be helpful here
    - Outlook should do a very basic proofreading of your emails for spelling mistakes
    - For a more detailed proof-reading, you can install a Grammarly extension (for free!) to outlook
    - If spelling and grammar errors are something that is consistently challenging for you, we have an awesome writing center with tutors that can provide extra support (<https://www.redwoods.edu/asc/>)
  - A great tip that will help you tremendously in your career- always make sure you spell people’s names correctly. An incorrect spelling of someone’s name indicates a lack of attention to detail and mindfulness/care in your communication.
3. **Do your part in solving what you need to solve:** No questions are bad questions! AND, the #1 piece of feedback I hear from employers is that employees are not as resourceful as they could be in finding answers to their questions.

- Make sure that you use all the resources at your disposal before reaching out- I address this later in the syllabus as well but make sure to check 1. The syllabus 2. Canvas 3. Any classmates you're connected to before reaching out to your professors. If you still can't find the information or anything is confusing- PLEASE reach out!
  - I also make my fair share of mistakes so don't hesitate to seek clarification "In the lecture this week, you said that our Reading Questions 3 are due Friday but on canvas it says Monday, which deadline should I follow?". I will never fault you for my mistakes. Seeking clarity just allows me to alert other students who probably have the same questions.
4. **Finally, a quick template if you like these. This can be a good starting point for any professional communication:**

*Dear [1] Professor [2] Last-Name [3],*

*OPTIONAL: A line that helps us connect [4]. (this might be something like: I thought the lecture on harm reduction last week was really interesting or "I hope you had a relaxing spring break" or "Since you showed us a picture of your animals, I thought you might like this picture of my adorable dog"). This lets you and the person you're communicating with remember that you are both human beings!*

*I'm in your Class Name, Section Number that meets on This Day [5]. This is the question I have or the help I need [6]. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class [7], and I think This Is The Answer [8], but I'm still not sure. This is the action I would like you to take [9].*

*Signing off with a Thank You is always a good idea [10],*

*Your name*

#### **Example 1**

Dear Professor Dierckx,

I learned a lot in our lecture this week about Social Work with seniors. I am a caretaker for my grandpa and I have enjoyed it much more than I thought I would.

I'm in your social work 1 online course this semester. I am a bit confused about what question 3 on the reading questions is asking- are we supposed to reference the additional readings or just go off of the textbook for this question? I talked to my study group and no one was sure so I'm reaching out for all of us (cc'd the other students). We would appreciate any clarification!

Thanks,  
Martha

#### **Example 2**

Hi Nathalie,

The canvas link for our agency presentations won't allow powerpoint (pptx) submissions but you mentioned in class that you wanted slides for this. Is this something you can update or am I totally missing something here?

Thanks,  
Martha

I try to reply to all emails within 2 working days (Mon-Fri). If you send an email Monday, that means you should expect a response by the end of the day Wednesday. **If you haven't received an answer within that timeframe, please don't hesitate to send a follow up to bring your email to the top of my inbox.** You can send a simple "following up on this" or "bringing this to the top of your inbox" email, I promise it's not a bother! I don't want your questions to go unanswered and sometimes things get lost in my inbox.

**Nothing course related should cause you to panic- we can always figure it out and I am always happy to work with you. My policy in every aspect of this course is that we hold ourselves to a high standard, that we work hard and care deeply about our learning AND that we offer each other grace, patience, understanding, and compassion. If you are freaking out about anything in this course, take a deep breath, send me a calm email and don't panic. I promise, I'm very flexible and we can always find a solution.**

If you have an urgent safety, mental health, or basic needs request- you should reach out directly to your campuses' counseling department (<https://www.redwoods.edu/counseling>) to make sure you get a quick response and then please feel free to loop me in over email.

## **Inclusion and Open-Mindedness**

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.

Students in this class are encouraged to speak up and participate in class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. You will have the opportunity to let our classroom community know your name and gender pronoun and anything else you would like to share. If you feel our classroom community isolates you in any because of your differences or if you have a specific need, please speak with me early in the semester so that we can work together to help you feel welcome to be an active and engaged member of our class and community.

## Expectations of the Professor

- I will *come to class prepared*.
- I will prepare and refresh *course materials which are as current* and accurate as possible.
- will be *available to answer questions or issues that may arise for you* during this course, be it in class, during my office hours, or at another time that is more convenient.
- I will *return emails within a 24-48-hour turnaround* time. If something is URGENT, please indicate that in the subject line.
- I will *prepare you* for the assignments in this course to the best of my ability.
- I will utilize *fair and honest evaluation* techniques for each assignment required for this course.
- To the best of my ability, make this a *valid and worthwhile learning experience*.
- I will do my best to *address the needs of a diverse range of learning styles* in this course.
- I will *only* share your student information per FERPA guidelines.
- I will *remain flexible regarding unexpected events impacting all of us* over the semester. Examples of these are rolling power shutoffs, internet disruptions, road closures and fires. If any of these occur, deadlines will move to ensure there is adequate time for students to complete the assignment.

## Expectations of Students

- Come to class prepared with *readings and assignments completed by the first class each week*.
- Expect to spend about 3-4 hours per week working on this course.
- *Prepare to the best of your ability* for every aspect of this course.
- Take the opportunity to learn how to write your own thoughts; *don't plagiarize*. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes. Balancing this with a digestion of *your own thoughts/interpretation* on the subject is critical.
- Find ways to *engage in class* (by speaking, asking questions, sharing observations, ...) so that you can demonstrate and expand on your awareness of subject material. This will also help you to ensure that you get participation points for this course.
- Work to *maintain a sense of flexibility and humor* as we work our way through this semester. With the ever shifting sands of life during a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- *Engage in timely communication with the instructor* if unexpected events occur which require your attention and make it difficult to complete assignments on time.
- *Take the time to learn about campus services*. Then take steps to utilize them as needed.
- *Create the opportunities for self-care* that you need in order to maintain your mental health and overall success in this course.

## Academic Honesty

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](#).

## **Professional Standards**

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](#).

## **Student Support and Resources**

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.

### **Office 365 Education- Free for Students**

Office 365 Education is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. You can access that through these links:

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<https://products.office.com/en-US/student/office-in-education#FAQS>  
<https://www.microsoft.com/en-us/education/products/office/default.aspx>

### **Accessibility**

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## **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](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

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.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## **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](mailto:counseling@redwoods.edu).

## Canvas

### 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 <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

### 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](#).

## 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](mailto: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](#).



# **Admissions deadlines & enrollment policies**

Can be found here: [CR Enrollment Deadlines Calendar](#)