

**BIOLOGICAL, HEALTH  
& ENVIRONMENTAL**  
SCIENCE S DIVISION

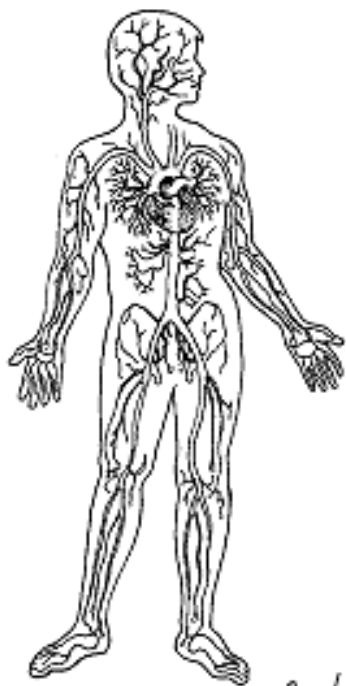


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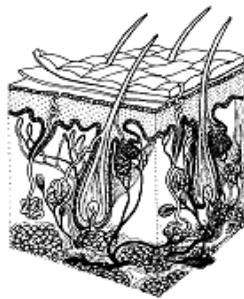


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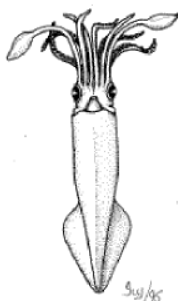


# STUDENT HANDBOOK

Revised Spring 2010

# STUDENT HANDBOOK

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### **Precedence of Policies**

*This handbook expresses the common practices and procedures within the Biological, Health and Environmental Sciences Division. If these are found to differ from the Foothill-De Anza Community College District Board Policies or De Anza College Policies, the order of precedence for policies is first, FHDA District Board Policies, second, De Anza College Policies, and third, BHES Division Policies.*

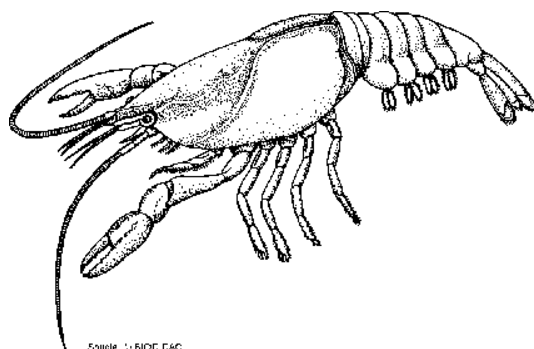
### **General Information**

*All classes in this Division will be conducted in accordance with the guidelines of the De Anza College Catalog, the California State Educational Code (#76130), current Campus Safety Issues: Disruptive Behavior, Policies and Procedures, the policies and procedures of De Anza College and the Foothill-De Anza Community College District and the approved course outlines. All faculty, staff and students are expected to be familiar with the material contained in these references.*

*All interactions between a student and this College are confidential. No one will discuss nor reveal any information about a student to anyone (except properly designated authorities as directed). This will include but not be limited to all information on whether or not a student is a member of a class and what grade(s) that student has, will, or did receive. This applies to all students, regardless of legal age.*

*This handbook is in addition to any and all career technical education program handbooks. It does not replace any other handbook and all policies established in career technical education program handbooks remain in effect.*

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http: / / [biodidac.bio.uottowa.ca/info/regles.htm](http://biodidac.bio.uottowa.ca/info/regles.htm)



..Source: BIODIDAC.

## Success in Biological, Health & Environmental Sciences means



- ❖ College is a priority in your life; you remember that your courses are the basis for fulfilling your career goals.
- ❖ You take the time to plan which courses you will be taking and in what order, so you will have the necessary prerequisites for each course.
- ❖ Take a course series (i.e. 6A, 6B, and 6C) in successive quarters without taking a quarter off. If you do take a quarter off, you review before continuing.



- ❖ You schedule a time and place for studying everyday, with a study group if possible. Plan to study for two to three hours outside class for each hour in class.
- ❖ Do not hesitate to ask questions, during class sessions or instructor office hours.
- ❖ Ask for help immediately when you are having problems with course content. Quarters are short!
- ❖ Attend every class session for the full time scheduled. Come to class prepared to participate.
- ❖ Use the resources in this handbook to help you succeed.





## Student Success

*Our goal as a Division is to provide a quality educational product for our students. Our intent is not only to teach academic subjects but also to provide students with the critical thinking skills and behaviors that are essential to success in any endeavor. Students have a vital role to play in this process.*

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### Strategies for Student Success

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- A. First and foremost, students must understand their responsibilities in the student success process:
1. For every hour of contact with the instructor, whether it is a laboratory or lecture class, the student should study for two to three hours. This means that in a class that has 4 hours of lecture and 3 hours of lab a week, the student must study 14 to 21 hours a week outside of class.
  2. It greatly increases a student's chance of success if the student attends every class and laboratory. Active participation and performance of outside homework or assignments also enhance learning. (Our instructors are teaching the process of thinking as well as the material. Do not expect to be 'spoon fed' or have the instructor 'teach to the test').
  3. The language of biological sciences and health courses is not simple English. Scientific and medical terminology is often a combination of Latin and Greek terms, among others, and are the equivalent of a foreign language. This necessitates a lot of work on the student's part to grasp the spelling, pronunciation, and meanings of these unique terms. Learning this vocabulary should be approached like you were learning a foreign language. Daily review of new terms is an essential ingredient to gaining competency and success in our subject areas.
  4. Thoroughly preparing before class, by using learning tools such as reading the assigned text/note material, outlining this material, and looking up unknown words, will also enable the student to get more out of every contact session. Ask questions in class if you are not clear on an aspect of the instructor's presentation.
  5. Often techniques, such as making flash cards, quizzing one another and forming small study groups, will be of benefit. You should be taking notes in class; to include adding notes to a prepared set of notes the instructor may give you. Outside sources such as the BHES Science Resource Center (SC3) are available with supplemental information that can enhance your learning efforts.
  6. Here are some additional hints on what helps a student be successful. These are derived from "Eight Characteristics of a Successful Student " (Source: Innovation Abstracts Vol. X, No. 17):
    - a. Not surprisingly, they attend classes regularly. Moreover, they are on time. If they miss a session, they feel obligated to let the instructor know why, and their excuses seem legitimate and reasonable. They make sure they get all assignments they missed and understand specifically what was covered in class.
    - b. They take advantage of extra credit opportunities if they are offered. They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many students pass up.
    - c. Successful students speak in class, even if they are nervous and/or uncomfortable. They ask questions knowing that many other students will have the same questions.

- d. They see the instructor before or after class about grades, comments made on their papers, and upcoming tests. Sometimes they just want to ask a question or make a comment relative to the class discussion.
  - e. Successful students turn in assignments that look neat and sharp. They take the time to produce a final product that looks good, a reflection of a caring attitude and pride in their work.
  - f. They are attentive in class. They are good listeners. They don't talk to other students, read or stare out windows.
  - g. Almost all work and assignments are turned in on time and are complete. Successful students are motivated to complete all work.
  - h. The most successful students may well end up at the instructor's office door at least once during the term. They go out of their way to find the instructor and engage him/her in meaningful conversation.
- B. Second, the Division and the College provide assistance to students in several ways, and successful students make use of these resources. We have a Science Resource Center (SC3) which is open for student use five days a week, a Nursing and HTEC lab in S82 and the Kirsch Center Stewardship Resource Center in room KC224. Student tutors are available for many of our classes. The Learning Center and multimedia laboratory are available resources. The counseling center can provide assistance in learning how to study or take examinations. Also, there is an evaluation center where students will be helped to identify any problems that may be hampering their ability to learn. (See Appendix One for a listing of resources available to students).
- C. Third, the faculty and staff of this Division are available either through their standing office hours or by appointment. If you're having trouble in a class, do not wait until the last part of the quarter to seek help. Make an appointment with your instructor as soon as possible.

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### **Expected Behavior**

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Professional, respectful behavior is expected from students, faculty and staff at all times.

#### *A. Classroom Behavior*

1. Respect for all is the basis for classroom interactions. Unless directed by a faculty member to participate in an interactive or group fashion, the expected behavior of all students in a lecture or laboratory setting is silence (which includes turning off or placing on the 'vibration' mode, all pagers and cell phones).
2. It is disrespectful to the faculty member and other students to whisper, talk, pass notes, arrive late, or otherwise disrupt the flow of the instructor's delivery. This does not preclude the asking of questions by the students of the instructor in the fashion the instructor indicates is acceptable (i.e. raising a hand and being recognized).
3. This is not to imply that students cannot have other opinions and express those opinions. Honest, open discussions are encouraged so long as the discussion is appropriate and done in a respectful, orderly fashion.
4. Other forms of disruptive behavior will not be tolerated. Any incidence where the faculty member feels they or any class member is threatened; the faculty member will immediately call Security and the Dean. Administrative follow up will occur.

#### *B. Cheating, Plagiarism, Dishonesty, etc.:*

None of these behaviors, nor the appearance of these behaviors, will be tolerated in this Division. Please refer to the De Anza College Catalog and the Division's Student Accountability for further details on specific examples.

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## **Student Accountability**

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- A. Any field of study within the Biological, Health and Environmental Sciences Division inherently requires the maintenance of the highest standards of academic behavior.
- B. Any scientist, doctor, nurse, medical assistant, health technician, environmental scientist or any other related health/biological field, is expected to have the highest personal integrity. This means not revealing information about patients/clients as well as being absolutely honest and above board in all dealings and scientific experiments.

As part of our function here, we not only provide an academic environment for learning but a 'training ground' if you will, for the expected behaviors of our students' future careers/professions.

- C. We expect our faculty and our students to maintain the highest ideals and standards of behavior.
- Students can expect the faculty to provide a green sheet (and/or a student handbook) specifying the expected behavior(s) and the consequences should those behavior(s) not be followed.
  - Faculty can expect that students will at all times do their own work (unless in a group session as directed by their faculty member).
  - There is a zero tolerance policy for any cheating, plagiarism, or behavior that would lead a reasonable person to assume that these actions have taken place. Anyone observing such behavior should report it to a faculty member at once. Any one found by a faculty member to have committed plagiarism or to have cheated (or given the appearance of having done either), will be dropped from the course and given a grade of F by the faculty member, and will be reported to the Dean of Students for possible disciplinary action.
- D. Please refer to the De Anza College Catalog, Due Process Procedures and Student Conduct. These policies and standards apply within this Division and will be enforced.

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## **The Course Syllabus - "Green Sheet"**

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1. At the first meeting of each course in which you are registered you will receive a course syllabus or green sheet. It contains the contact information for the instructor, the instructor's grading policy, and any rules or regulations specific to that course.
2. Some courses have an attendance requirement that you must meet to pass the course. This requirement is not optional, nor is it flexible. You either meet the requirement or you do not. If you have an illness or family emergency that causes you to miss more than the allowable absences, you need to drop the course or you will receive a failing grade.
3. Notify the instructor if you will miss a class. If you had a job, you would be expected to contact your boss if you were going to miss work.
4. You should keep the green sheet with your notes and handouts for each course.

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## Resolution of Problems

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If a question arises concerning a behavior or action on the part of a student or faculty member, the following steps should be taken.

1. The student should schedule an appointment with the faculty member to discuss the problem.
2. If there is no resolution following this meeting, either the faculty member or the student or both, may bring the problem to the attention of the appropriate Program Coordinator, Executive Head of Nursing, or Department Chair.
3. If there is still an unresolved issue following this meeting, it should be brought to the Division Dean.

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## Accommodations

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The faculty and staff of the Division of Biological, Health and Environmental Sciences fully support the District policy of reasonable accommodations for students with disabilities. A student requesting **academic accommodation** under the Americans with Disability Act should apply according to Board Policy 4647-A. Assistance is available through the Disabled Student Programs and Services (DSPS) phone number 408-864-8753.

**Accommodations do not extend to altering the subject matter of a course.** Course content is established through a rigorous process of Departmental, Divisional, and College review. We are obligated to ensure our courses correspond to the approved course outline.

We understand that some individuals object to certain aspects of a biological laboratory such as dissection of specimens on a philosophical basis. It is this Division's belief that participation in all aspects of every laboratory greatly enhances the student's chance of success. If a student voluntarily refuses to participate in a type of laboratory exercise, that student is still responsible for the material covered by this exercise.

• The student will be tested in an identical manner to all other students in the class, whether or not the student refused to participate in the actual exercise.

• A refusal to participate in the laboratory exam covering the knowledge from the skipped exercise will result in a zero grade for this examination.

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## Repeating Courses (Multiple Enrollments)

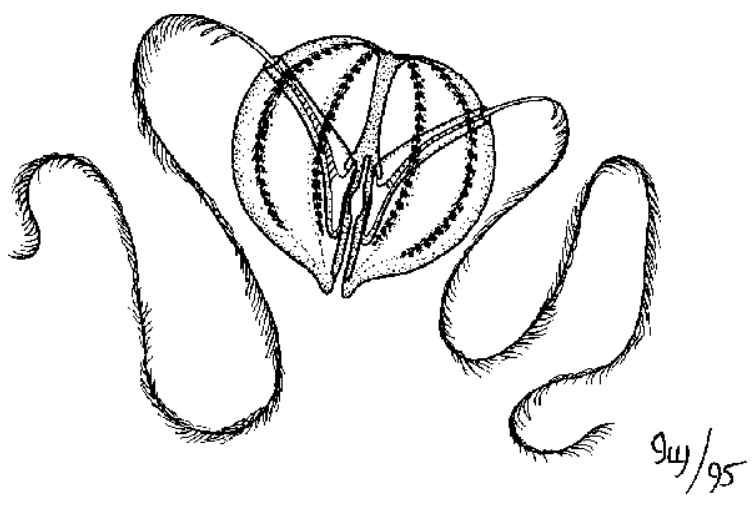
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The classes conducted within this Division are space limited and in high demand, frequently generating wait lists of more than the class capacity. In order to be fair to all students and provide the greatest opportunity for attendance, the following policies are established. **NOTE: The career technical education programs within this Division are exempt from this policy as they have their own policies and requirements.**

1. All students may enroll once in any class in this Division. (Board Policy, Article V, Section 5110).
2. Current De Anza College policy allows a maximum of four withdrawals from the same course (Title 5, Section 55024) and repetition of a course for a substandard grade (F,D, or NP) twice. Any repetitions beyond these limits require a special process (contact the Counseling Department).



3. No student who receives a grade of 'C' or higher may repeat any class.



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## **Standard Operating Procedures**

### **De Anza Biological, Health and Environmental Sciences**

THE FOLLOWING ARE RULES AND REGULATIONS COMPILED FROM THE FOOTHILL/DEANZA DISTRICT HAZARDOUS MATERIALS/CHEMICAL HYGIENE PLANS. The Environmental Protection Agency, the Water District, CAL- OSHA and the Fire Department determined these rules.

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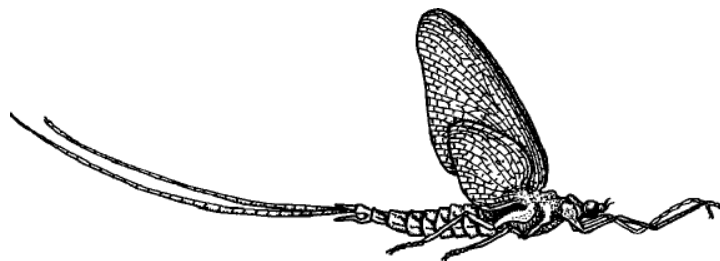
1. Absolutely no food or drinks are allowed in the lab.
2. Wear adequate foot protection. Do not wear open-toed shoes or sandals to lab.
3. Do not pour any fluids or chemicals down the lab sink unless specifically allowed by the instructor.
4. Students must wear eye protection, latex gloves, apron, etc., when the instructor determines it is necessary.
5. Chemicals must be handled appropriately. Some chemicals might be corrosive, flammable, carcinogenic, volatile or toxic. If you have questions or concerns, ask the instructor. Material Safety Data Sheets (MSDS) are available for inspection upon request.
6. Chemical spills must be reported to the instructor and the lab technician. A formal Hazardous Spill report must be completed.
7. Broken equipment can be a safety hazard. It should not be used and must be reported. Do not throw away any equipment unless allowed by the instructor.
8. Use the correct container for discard items. Do not use these containers for trash.
  - Use a Broken Glassware box for broken glass.
  - Use a Sharps container for needles, razor blades, scalpel blades and pins.
  - Use a Biohazard container for infectious waste and waste contaminated with fluids from dissections.
  - Use a Hazardous Waste collection jug for liquid chemical waste.
9. Know the location and how to use all of the emergency equipment in the lab room and areas, including the eyewash station, the fire extinguisher, the first aid kit, and safety shower.
10. In case of emergency, evacuate the building calmly and immediately proceed to the gathering point to meet the class and the instructor. This is done to ensure everyone is safely out of the building. Make sure you ask where your gathering point is during the first class meeting.
11. At the end of each lab period you are responsible for helping to clean the lab. Please return items to their correct locations, wipe down your lab bench and remove markings from glassware. Your help is required and greatly appreciated.
12. Always wash your hands, soaping for a minimum of 20 seconds, before leaving the lab.



## Student Assistants Program

*Any and all classes within this Division are eligible to participate in the student assistant program. Some career technical education programs and De Anza College also have other student assistant/tutoring programs available.*

- Student assistants must be students who have completed the class for which they wish to be an assistant with a grade of B or higher. They may not be enrolled in any course taught by the same instructor for whom they are tutoring.
- Student assistants and the responsible faculty member must complete a "Special Projects Contract" signed by both the faculty member and the student. This form must be presented to the Division Assistant for finalization. After finalization, the student must submit this paperwork to Admissions and Records (A and R). The student must enroll in the appropriate 'special projects' class as early as possible and in accordance with the Admissions and Records Office dates. The contract must be specific as to expected attendance in lecture or laboratory; specific weekly tutoring hours available; grading criteria; and how this increases the student's knowledge of the subject, etc.
- The responsible faculty member will complete all grade sheets and attendance records for the student tutor. The Division Assistant will maintain a master file of all students enrolled in this program.



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## *Online Education Classes*

Many of our course offerings are available through the online education option. The methods of instruction may include television courses (over-the -air, cable, videotape), mixed-media courses (audiotape, computer disks, workbooks), and online courses (e -mail, World Wide Web). In addition to the television or media component, our courses require substantial readings, interaction with our faculty, in person on-site testing, and may include a weekly laboratory class held on the De Anza campus.

- All online education courses are conducted in accordance with the approved course outline. This means that the class held on campus and the online education class will have the same subject material and performance standards.
- Online education classes are not for everyone. Students who have excellent backgrounds and who are self-disciplined, self-starters have the best chance for success using this method. These courses are more difficult than regular classes for students who have a weak background in the sciences.
- In addition to an excellent background in the sciences and a lot of self-discipline, every online education student must have technical competencies in using the variety of media involved in these courses (such as e-mail, World Wide Web, etc.)
- These courses require more initiative and work on the part of the student. You do not have the daily interaction with an instructor and classmates to help you identify where you need more assistance. You miss out on the learning that occurs by listening to lectures and hearing questions answered. If you've struggled in science classes before, online education is NOT recommended.



## Student Resources

The following material is enclosed for student use. It is not all inclusive of the resources available on campus but is meant as a guide to help students seek assistance in areas that will contribute to their success. The Biological, Health and Environmental Sciences Division maintains two resource centers and a stewardship resource center for student use.

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### The Science Resource Center SC3101

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This resource center has a variety of materials and media available as well as staff assistance. Some of these materials include:



- Films
- Interactive CDs
- Models
- Microscope Slides (if provided by instructor)
- Posters
- Tapes or CDs of lectures
- Computers

If you are having a problem with a concept in a course, there may be a tutorial CD that could help you. Ask at the desk.

The lab is open days Monday through Friday. Please check the web site [www.deanza.edu/bhes/src.html](http://www.deanza.edu/bhes/src.html) for hours or call 408-864-8921. Some instructors leave make-up quizzes and exams in the Science Resource Center. The instructor will let you know if you are allowed to make-up a missed exam. The center has testing times that are posted. Before you take the exam, be sure you have time to complete the exam within the testing hours.

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### The Allied Health & Nursing Resource Center S82

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The Allied Health & Nursing Resource Center is designed for the unique support and instruction of the students in the Health Technology, Medical Laboratory Technician, and Nursing programs. The center provides a quiet environment for use of TV, VCR, DVD, CD ROM and Internet access. This center is also set up for nursing students to view interactive videos and web-based instruction. A quiet area is provided for the sole purpose of supervised testing for students in the following programs: Health Technology, Medical Laboratory Technician, and Biology 54 students. **Tests must be started no later than one (1) hour before closing. NO EXCEPTIONS!**

Hours of Operation: The Allied Health & Nursing Resource Center is open full-time, 5 days a week, Monday through Friday. Students may get updated hours of operation at the center in S82.

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### The Math/Science Tutorial Center S43

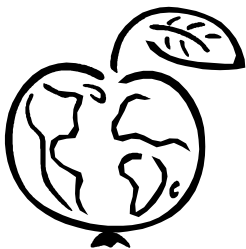
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If you are having problems learning course materials, let your instructor know about your problem first. They might be able to help you with your studying. If not, using a tutor might be the answer. The Math/Science Tutorial Center provides tutors to help you learn the concepts needed to be successful in your courses. You must fill out an application for each course in which you need help. When you are assigned a tutor and an appointment, you should:



- Keep your appointment.
- Come prepared to work.
- Actively participate in your tutoring session.
- Cooperate with your tutor.

Remember that improvement takes time; the time you spend with your tutor will provide you with lasting skills that you can use in all your classes. The Math/Science Tutorial Center may have a "Study Table" available for drop-in tutoring. You can meet other students who are studying the same subjects as you and work on problems together. For more information, stop by S-43 and find out what is available. Interested in being a tutor? If you have skills in a particular subject and feel you have the ability to help other students, contact the tutorial center (408) 864-8683.



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### **Kirsch Center Stewardship Resource Center KC 224**

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The Stewardship Resource Center is operated by the Environmental Studies Department. The center provides tutorial and classroom support for the Environmental Studies and Sciences courses and programs as well as students who are interested in learning about the natural history and stewardship of California and the environment. The center is located in the Kirsch Center for Environmental Studies in the southeast corner of the campus. For more information please call 408-864-5322.



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### **The Cheeseman Environmental Study (ESA)**

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The De Anza College Cheeseman Environmental Study Area (ESA) is a native garden with areas that represent native plant communities found in California. For protection of both the Cheeseman ESA and users, there are some guidelines that must be followed.

- Please stay on the paths. What looks like a weed may be a rare or endangered native plant!
- Anything turned over (rocks, logs) needs to be put back exactly as it was found.
- Use of cellular phones, walkmen, radios, or other audio devices is not permitted at the Cheeseman ESA. (Recording devices involved in class or student projects are permitted.)
- There are ongoing projects in the Cheeseman ESA - please respect student projects by not disturbing them.
- Dumping or disposal of animals or plants is not allowed at the ESA.
- Picking or collecting of plants or plant parts is not permitted.
- Smoking (or chewing tobacco) is not allowed since tobacco products may carry disease to the native plants.
- No littering.

The Cheeseman ESA is open Monday – Friday during the academic year, September through June and opened limited hours during the summer months. Please call 408-864-5446 for days and times. If you want to do a project in the Cheeseman ESA for one of your biology courses, contact your instructor or the coordinator at 408-864-5446 and they will tell you if this is possible. The Cheeseman ESA staff welcomes volunteers to help with removal of unwanted plants and general maintenance duties. For further information phone (408) 864-5446 or ask your instructor.



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### **The Learning Center**

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The A. Robert De Hart College Learning Center contains the library, media laboratory, and Computer Laboratory. It is also the home of the Distance Learning Office (Learning Center West). If you plan to use the library for research, you need to bring your Foothill or De Anza College ID Card to the library reference desk in order to obtain an access code for online research engines and databases.



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### **Computer Laboratories**

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Computer Laboratories for student use are located in the Open Media Lab downstairs in Learning Center West, see their web site at: [www.deanza.edu/library/oml.html](http://www.deanza.edu/library/oml.html) and in the Science Resource Center, SC3101. Students must have a valid Foothill or De Anza College ID in order to use these facilities.



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### **College Readiness Center Learning Center Room 138**

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**Phone: (408) 864-8912**

The College Readiness Program classes are unique in that they provide small group instruction and an environment in which students can comfortably discuss and get feedback on their ideas and writing. To help prepare students for EWRT 1A or ESL, these 1/2 and 1 unit courses supplement departmental courses in ESL, EWRT, READ, and LART.



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### **Skills Center - L 47**

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**Phone: (408) 864-8485**

Need to brush up on a skill? Have problem studying? The Skills Center offers a program of self-paced independent study courses as a support system to regular classroom instruction. We can help you improve your skills in reading, study techniques, vocabulary, spelling, basic math and algebra.

Adjunct Skills Courses are small group collaborative instruction and individual lab modules covering study skills such as time management, textbook reading, note taking and test taking. These courses are tied to certain courses. Days, times and enrollment information are announced during the first week of the content course.

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### **Educational Diagnostic Center - LCW 110 Phone: (408) 864-8838**

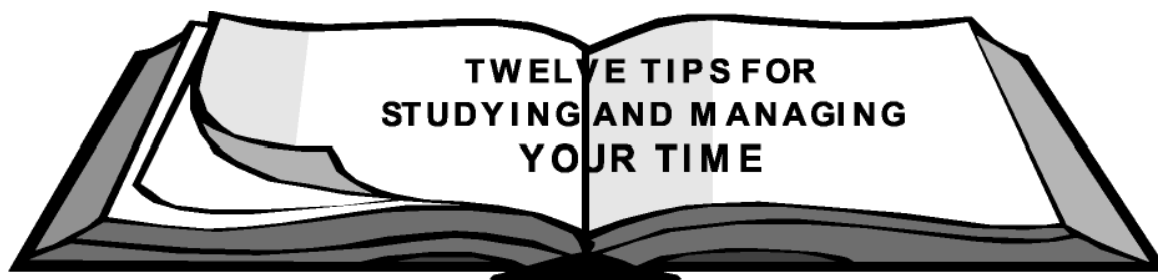
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*The Educational Diagnostic Center (EDC) assists students in discovering their learning styles, academic strengths and weaknesses, and whether or not they have a learning disability.*

An adult with learning disabilities usually has average intelligence and demonstrates deficits in one or more of the following areas: reading, spelling, math, writing, problem solving, memory, and organizational skills.

All eligibility assessments are done on an individual basis and a personalized plan of instruction is developed for each student's abilities and needs. The following support services are provided to those students eligible for EDC: registration assistance, individual and small group tutoring, basic skills classes, test taking facilitation, campus and community liaison including referral to social, medical, vocational, and/or other educational agencies.



1. Plan a definite time for studying each day. Doing this will discourage procrastination and prevent the pile up of work.
2. Shorten your study time by knowing the purpose of each assignment, what to do, and how to do it before you leave class. Keep a record of all assignments in a special section of your notebook.
3. Predicting the amount of time needed for each assignment causes you to work harder so that you save time. By timing your assignments, you are more likely to concentrate and less likely to become bored.
4. Time yourself to see how long it takes you to read five pages of your textbook or a paperback. This will help you estimate the time needed to complete a reading assignment. Because a textbook is loaded with information, you may have to read some sections more than one time. Even teachers have to reread material. Allow time for reflecting on what you read, too.
5. Pay attention to charts and diagrams. They can be shortcuts to understanding.
6. When a reading assignment is made, you can expect to have a discussion of the material or a quiz in class so take a little time to review just before class so that you are ready to participate.
7. Every time you study, spend ten minutes in review of previous assignments. These "refresher shots" are the secret for long-term memory. This habit of frequent review also results in less time needed for studying for a major test.
8. Use daytime to study if possible. At night you are likely to be less efficient
9. After studying for about 20 minutes, take a five-minute break. This refreshes your mind so that you can concentrate better and finish faster.
10. Setting a "stopping time" at night will encourage hard work in anticipation of being through by ten o'clock or whatever time you set. Sometimes you may even beat the clock. The increased impetus helps you concentrate.
11. Don't cram for hours the night before a test. Instead, distribute your study in half-hour segments over a period of days.
12. Since learning is cumulative, new ideas must be incorporated with previous learning from lectures, reading, and lab experiments. You have to continuously make the connections and associations in your own mind. Putting it all together is easier if you schedule time daily to read, think, reflect, and review. Improved learning is the natural result of this approach to using your time.

FROM: De Anza College ORIENTATION GUIDE 99



