

Basic Course Information

Semester:	Spring 2017	Instructor Name:	Dr. Javier Rangel
Course Title & #:	Span/Hum 262	Email:	Javier.rangel@imperial.edu
CRN #:	Hum: 21057/Span: 20429	Webpage (optional):	SEE BLACKBOARD
Classroom:	304B	Office #:	1711
Class Dates:	13 Feb. 2017 - 09 June 2017	Office Hours:	M-TH 1 p.m. to 2 p.m.
Class Days:	MW	Office Phone #:	760.355.6442
Class Times:	4:45 p.m. to 6:10 p.m.	Emergency Contact:	760.355.6337
Units:	3		

Last Date to Add: 25 FEB 2017

Deadline to drop WITH "W": 12 MAY 2017

CONTACT: My office is located at #1711. The best way to contact your profesor is by email: Javier.rangel@imperial.edu . The second best way is by phone: 760-355-6442. You may also see me during my oficial office hours, or by appointment. When leaving a message, please identify yourself and the clase in which you are enrolled, and provide a brief description of issue of concern. **NOTE:** I will answer your messages within 24 hours, if messages are sent Monday through Thursday. Messages sent over the weekend (Friday, Saturday, and Sunday) will be answered on Monday morning.

Course Description

This course offers an introduction to Chicano/a studies as an academic discipline, with a focus on the cultural values, social organization, urbanization patterns of the Chicano/a in the U.S., as well as their struggles in education, politics and legislation. Due to the nature of the subject, students will be exposed to some Spanish phrases, words, and expressions.(Same as HUM 262)(CSU,UC)

Student Learning Outcomes

STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Research, analyze, and identify cultural values and contributions of Mexican Americans to the United States through writing. [ILO1, ILO2, ILO4, ILO5]
2. Research the contributions of Chicanos in the United States. (ILO4, ILO5)
3. Analyze a literary and/or cultural text written by a Chicano author. (ILO1, ILO2, ILO5)

CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT

Lecture Outline: Chicano studies as a discipline

Lecture Outline: Customs, traditions and values

Lecture Outline: Issues in education, politics, arts

Lecture Outline: Migration and immigration

Lecture Outline: Contemporary issues

METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class

Activity

Essay

Mid-Term/Final

Exam(s)

Objective

Oral

Assignments

Quizzes

Skill

Demonstration

Written Assignments

INSTRUCTIONAL METHODOLOGY:

Audio/Visual

Computer

Assisted

Instruction

Demonstration

Discussion

Group

Activity

Individual

Assistance

Lecture

Course Objectives

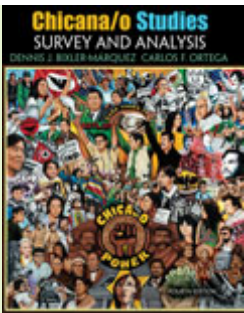
**MEASURABLE COURSE
OBJECTIVES AND MINIMUM
STANDARDS FOR GRADE OF "C":**

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate knowledge of Chicano role in United States history from an interdisciplinary perspective.
2. Examine Chicano customs, traditions, and values.
3. Describe the major issues faced by Chicanos in the areas of education, politics, and the arts.
4. Explain the Chicano Movement, its goals and evolution.

5. Demonstrate understanding of the process of acculturation and assimilation (as well as the processes of hybridity and transculturation).
6. Critically analyze Chicano migration and immigration in the Western Hemisphere.
7. Examine and discuss contemporary issues facing the Chicano community.

Textbooks & Other Resources or Links



Chicano Studies: Survey and Analysis

Author(s): [Dennis J Bixler-Marquez](#), [Carlos F Ortega](#)

ISBN: 978-1-4652-2566-5 Edition: 4

Copyright: 2014

ON YOUTUBE: THE US/MEXICO WAR

PROLOGUE:

<https://www.youtube.com/watch?v=6SP-nez7I1o&list=PL4FB761427E3E310F>

CHAPTER ONE

<https://www.youtube.com/watch?v=JskCiV60ePE>

CHAPTER TWO

<https://www.youtube.com/watch?v=a9s-kwY-NEU>

CHAPTER THREE

<https://www.youtube.com/watch?v=lzORDs8XsLA>

CHAPTER FOUR

<https://www.youtube.com/watch?v=0ibxLGOgrAc>

CHAPTER FIVE

<https://www.youtube.com/watch?v=jtfBekJVL5Q>

CHAPTER SIX

<https://www.youtube.com/watch?v=zy1C6LQQ4pk>

CHAPTER SEVEN

https://www.youtube.com/watch?v=PdfYPI_3ojs

CHAPTER EIGHT

<https://www.youtube.com/watch?v=bd1totD81i8>

EN ESPANOL:

PARTE 1

<https://www.youtube.com/watch?v=88UZk52cojo>

PARTE 2

<https://www.youtube.com/watch?v=w8Rvf6Ss4kw>

RACE: The Power Of An Illusion – Episodes 1, 2 & 3

1. [The Difference Between Us.](#)
2. [The Story We Tell.](#)
3. [The House We Live In.](#)

***Film:** “Chicano: The History of the Mexican American Civil Rights Movement” (pts 1-4). Also Available through **Youtube.** (You will view parts 1 through 4).

1. [Quest For A Homeland.](#)
2. [Struggle In The Fields.](#)
3. [Taking Back The Schools.](#)
4. [Fight For Political Power.](#)

CRITICAL THINKING:

<https://www.criticalthinking.org/>

Course Requirements and Instructional Methods

[Required Information: Provide detailed information related to types of class activities, assignments, tests, homework, etc. Online and Hybrid courses must demonstrate compliance with the IVC [Regular and Effective Contact Policy for Distance Education](#).]

1. There will be five (5) sections exams based on the book essays read.
2. There will be online discussions based on the video documentaries seen for this class.
3. There will be five (5) short reflection papers.
4. There will be a group Experiential Learning Project
5. There will be a group presentation of ELP results.
6. There will be a short CRITICAL THINKING assignment.
7. Question submission: For every **assigned essay**, students must submit a question.

FILM ONLINE DISCUSSION. This is a reflections on the historical meaning and significance of the Documentary: “U.S Mexico War”. Your instructor will provide discussion guidelines. **FOCUS ON THE MAIN IDEAS** exposed in the documentary, but don’t forget the details (names, dates, places). Analyze:

- The conditions that led to the conflict: Reason for war.
- The similarities and differences between the two emerging societies.
- The military engagement: historical characters, places and decisions.
- The outcome: The Treaty of Guadalupe Hidalgo.
- Present day implications.

IMPORTANT”THIS IS A LENGHTY DOCUMENTARY. START VIEWING AS SOON AS POSSILBE. THEREFORE, RESPECT DISCUSSION DEADLINES. Your instructor may divide discussion into four sections:

SECTION ONE: CHAPTER 1&2

SECTION TWO: CHAPTER 3&4

SECTION THREE: CHAPTER 5&6

SECTION FOUR CHAPTER 7&8

(ONE PAGE ANALYSIS PER SECTION, TOTAL: FOUR) YOU WILL NEED TO POST YOUR ONE PAGE COMMENTS ONLINE, AND ABIDE BY THE DEADLINES AND PROCEDURES:

1. **POST BY DEADELINE. SEE BLACKBOARD.**
2. **FOLLOW GUIDELINES FOCUSING YOUR COMMENTS APROPRIATELY.**
3. **POST TWO COMMENTS to TWO DIFFERENT POSTS.**
4. **IF YOU GET A COMMENT, YOU MUST REPLY.**
5. **Reflection Papers. (Apply this guidelines when posting your reflections online. Remember, you are to write a reflection at the end of every section. Reflections must include all essays read for that particular section) Yet again, focus on the meaning and significance of the essays/articles. Reflections will be posted on Blackboard. Please note due dates.**
6. **IMPORTANT: COPY AND PASTE YOUR COMMENT ON THE BLACKBOARD WINDOW PLUS UPLOAD A VERSION OF YOUR COMMENT AS AN ATTACHMENT. YOU MUST DO BOTH OR YOU WILL NOT GET CREDIT.**

QUESTION SUBMISSION: For every essay read. You are to bring a question to class.

Questions should be submitted at the beginning of the class. NO LATE SUBMISSIONS WILL BE ACCEPTED.

Your question must include:

1. Your name; class; date;
2. Essay title from which the question comes.
3. the page number from which it was elicited.
4. **Questions should be typed. No handwritten questions will be accepted.**

For Example, You are to turn in a question about the “Introduction”, and one question for “Confronting America” separately. If you turn it in late you will not get credit

Reflection Papers. (Apply this guidelines when posting your reflections online. Remember, you are to write a reflection at the end of every section. Reflections must include all essays read for that particular section) Yet again, focus on the meaning and significance of the essays/articles. Reflections will be posted on Blackboard. Please note due dates.

Please include the following information at the top of each reflection paper:

Your Name
Date Due
Class & Semester
Reading Reflection #?
Readings Commented On: (name of Essays)

ONLINE PROCEDURE:

1. You will post your reflections online via blackboard.
2. Once you post, you are to read and comment on one (1) fellow students’ reflection
3. If a student already has been commented on, move on to another does not have any comments. (do you agree? Disagree? Why? Follow critical thinking guidelines.
4. If you get a comment, you must respond.
5. You will have a week to answer.
6. Once the response period closes, students will not be able to response. SEE SCHEDULE FOR DATES.

Suggestions and Guidelines for Writing Reflection Papers Listed Below.

Experiential Learning Project:

. **What is experiential learning?** Experiential learning is learning through reflection on doing, which is often contrasted with rote or [didactic](#) learning. Experiential learning is related to, but not synonymous with, [experiential](#)

[education](#), [action learning](#), [adventure learning](#), [free choice learning](#), [cooperative learning](#), and [service learning](#). While there are relationships and connections between all these theories of education, importantly they are also separate terms with separate meanings. [3]

Experiential learning focuses on the learning process for the individual (unlike [experiential education](#), which focuses on the transactive process between teacher and learner). Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. For a genuine learning experience to occur certain elements must be present. According to [David Kolb](#), an American educational theorist, knowledge is continuously gained through both personal and environmental experiences. [4] He states that in order to gain genuine knowledge from an experience, certain abilities are required:

1. the learner must be willing to be actively involved in the experience;
2. the learner must be able to reflect on the experience;
3. the learner must possess and use analytical skills to conceptualize the experience; and
4. the learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Procedure:

This will be a group project.

1. The group will develop a **plan of action** that addresses a specific issue or topic (see below). ONLY 3-5 STUDENTS PER GROUP.

IMPORTANTThe group will also execute the plan.

2. The group will report its findings periodically (see schedule). Consequently, your reportage will construct a plan or journal of your project' execution. Save all the data!!! EACH GROUP IS REQUIRED TO MEET FIVE (5) TIMES DURING THE SEMESTER OUTSIDE OF CLASS.
3. YOUR FINDING, REFLECTIONS, VIDEO INTERVIEW, AND BIBLIOGRAPHICAL DATA, ETC. WILL BE WILL BE COLLECTED IN A **JOURNAL** TO BE TURNED IN AT THE END OF THE SEMESTER.
4. **The purpose of the journal** is to chronicle and organize your learning process and to detail your proposed project. Therefore, the journal will be evaluated on whether you address specific issues dealt in class. The journal may include each and every individual student's contribution to the project by name.
5. THE PRIMARY APPROACH WILL REQUIRE STUDENTS TO INTERVIEW A SUBJECT. STUDENTS WILL **VIDEO RECORD THE INTERVIEW AND PROVIDE A VIDEO COPY OF THE INTERVIEW TO THE PROFESSOR. THE VIDEO RECORDING IS TO BE INCLUDED IN THE GROUP'S JOURNAL.**
6. **Meaningful reports are 1 to 2 pages in length. See rubric below.**
The journal in turn will become a guideline on how to better or improve that specific topic being addressed.

5. **In addition to the groups in-class update, each group will post its report via Blackboard.**
 - 6.
 7. **At the end of the course, each group will submit a well-organized journal. It should include a 1. title, 2.table of content, 3. Copy of your group meeting minutes/updates. 3. addendums, questionnaires 4. any reference material used.**
 8. **5. Written individual reports, two pages long (that is, each individual in the group has to write an individual report to be included in the journal).**
 9. **You must include use a minimum of five (5) reference sources (articles, essays, books or book sections, etc. NO WIKIPEDIA, TWITTER OR FACEBOOK PAGES. ONLY .edu; .org, or .gov.) in order to develop your experiential learning project.**
10. Use MLA to fairly document your sources.

RUBRIC FOR GROUP REPORT UPDATES:

The log will include:

- *Student Names
- *Duties and responsibilities of each group member.
- *Meeting times
- *Description of issue or topic addressed
- * Community contacts (make sure to get addresses or phone numbers)
- * Bibliography or verification of outside sources.

Analysis of issues encountered (1-2 pages)

- *Steps taken so far
 - *How were issues solved?
 - *Steps taken toward execution of your plan?
- What have you learned so far from this experience?**

Participants are free to choose from the following activities.

1. **Healthcare in the Imperial Valley: Research quality of access to healthcare in the Imperial Valley from a historical basis as well as in the light of current policy changes. (Focus on the Elderly)**
2. **Voting Rights: Research historical and current voting right trends in the imperial valley and its relation to poverty.** Why did residents of the valley vote the way they do? Must survey 100 residents.
3. **LGBTQ Communities In The Valley. Shed light on the socio-historical, demographic and political presence of the LGBTQ community in the Imperial Valley.:Progress and setbacks.**
4. **5 de mayo “READ-ATHON”. Organize a public 24 hours reading of “HOUSE ON MANGO STREET, OR CANICULA (NOT BOTH).**

Remember: All projects include a video interview, but the project IS NOT just a video interview. It's about learning from your research and coming up with solutions. THESE ARE GROUP PROJECTS.

CRITICAL THINKING WORKSHOP

A short workshop about the elements of critical thinking will be conducted.

NOTE:

CRITICAL THINKING: Your written or oral contributions to discussions online or in class should reflect your critical thinking skills, that is, your contributions should be based on your rational/logical analysis of the class readings and not solely on your experience. **Your experience is valid, but it is not enough.**

- *Are my comments clear
 - * Are my comments precise?
 - *Are my comments relevant?
 - *Are my comments logical?
 - *Are my comments rational?
 - *Are my comments factual?
 - *Are my comments fair?
- Etc...

“Rationality is related to more to the idea of reason in the sense if one is rational one is able to infer or extrapolate in an ordered matter. Yet rationality is not certain i.e. it is based on probability and expectation. However, logic is based more on facts that can be proved. It is very precise and cannot be argued with.” “Rationality does not care what you believe”.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading

Competence will be measured by tests, class participation, assessment of written critiques, and/or by actively participating in group projects.

Grading will be based on book critiques, section exams, reading summaries, class participation, and experiential learning project. In order to participate, students must attend class.

Section Exams (5) ONE FOR Each section 20%

Online discussion (1) Based on “US/Mexico War & “Race.... 20%

Reflection Papers (5)* 10%

(FOR CREDIT.ONE PER SECTION, AT THE END OF EVERY SECTION. MUST CONSIDERED ALL ESSAYS ASSIGNED FOR A PARTICULAR SECTION. TO BE SUBMITTED ON BLACKBOARD)

Class participation **.....	10 %
Experiential Learning Project.....	20 %
Critical Thinking workshop	5%
Individual final Presentation	5%
(based on ELP participation)	
Question Submission	10%
(ONE QUESTIONS PER ASSIGNED ESSAY. TYPED, NO HANDWRITTEN QUESTIONS ACCEPTED)	

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
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Grade	Criteria
0	Absent.
3%	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
5%	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
8%	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.

10%	<ul style="list-style-type: none">· Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).· Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.· Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.· Demonstrates ongoing very active involvement.
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Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

ACADEMIC INTEGRITY

Cheating and plagiarism can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, project, or assignment to a failing grade in the course at the discretion of the instructor subject to certain conditions. The instructor may also summarily suspend the student for the class meeting when the infraction occurred as well as the following class meeting; extreme cases can result in extended suspension or expulsion as stipulated by the college's Disruptive Student Behavior Policy.

Students will treat each other and the professor with verbal and nonverbal dignity and respect. Do not use profanity under any circumstances. Offensive behavior of any kind will not be accepted. SEE STANDARDS OF STUDENT CONDUCT BELOW.

NOTE: THIS COURSE REQUIRES THAT STUDENTS BECOME SENSITIVE, UNDERSTANDING AND TOLERANT OF EACH OTHER'S POINT OF VIEW IN REGARD TO ETHNICITY, RACE, GENDER, RELIGION, AND SEXUAL PREFERENCE. OFFENSIVE LANGUAGE AND/OR BEHAVIOR OF ANY KIND IS UNACCEPTABLE IN THIS CLASS.

STANDARDS OF STUDENT CONDUCT

Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Free inquiry and free expression are indispensable to the achievement of these goals. As members of the College community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students at Imperial Valley College may rightfully expect that the faculty and administration will maintain an environment where there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on campus. As members of the College community, students shall be encouraged to develop the capacity for critical judgement and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner. Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Students shall observe the rules and regulations of the College and shall refrain from conduct which interferes with the College's teaching and administration, or which unreasonably interferes with the rights of others. Misconduct while on the college campus, or at a College-sponsored function for which students and student organizations

are subject to disciplinary action includes, but is not limited to, the following:

(1) Willful disobedience to lawful directions of College officials acting in the performance of their duties.

(2) Violation of College rules and regulations, including those concerning student organizations, the use of College facilities, or the time, place and manner of public expression or distribution of material.

(3) Dishonesty, such as cheating, or for knowingly furnishing false information to the college.

(4) Willful persistent smoking where smoking has been prohibited.

(5) Unauthorized entry to, or use of College facilities.

(6) Forgery, alteration, or misuse of College documents, records, or identification.

(7) Disruption of classes, administration, disciplinary procedures or unauthorized College activities.

(8) Theft of, or damage to property belonging to the College, a member of the College community, or campus visitor.

(9) Disorderly, lewd, indecent, or obscene conduct or expression.

(10) Assault, battery, or the threat of force or violence directed toward any member of the College community or campus visitor.

(11) Unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance and possession, use, or distribution of alcohol.

(12) Possession, while on the College campus or at a College sponsored function, of any instrument or weapon of a kind commonly known as a blackjack, fire bomb, billy club, brass knuckles, dagger, or firearm (loaded or unloaded) such as a pistol, revolver, or rifle, or any knife having a blade longer than five (5) inches, any switch-blade longer than two (2) inches, or any metal pipe, bar, or instrument used, or intended to be used as a club, or to be used to threaten bodily harm.

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(13) Commission of any crime on campus, or commission of a crime off-campus, when such off-campus crime is of such a nature that the College needs to impose sanctions in addition to those imposed by the criminal authorities for the protection of other students, or to safeguard the academic process.

Violation of such rules are subject to the following types of disciplinary actions.

(1) Warning.

(2) Reprimand.

(3) Disciplinary action.

(4) Restitution, reimbursement for damage or misappropriation of property.

(5) Suspension or removal by instructor.

(6) Expulsion

The complete policy on Standards of Student Conduct, Disciplinary Action, and Due Process can be found in the Handbook for Faculty Advisors and Student Leaders in the Student Affairs Office or online

at <http://student.imperial.edu>.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

SEE THE COURSE BLACKBOARD SITE FOR A DETAILED LIST OF ACTIVITIES.

*****Tentative, subject to change without prior notice*****