



OXNARD COLLEGE FIRE TECHNOLOGY
FT R157 Wildland Fire Behavior
FALL 2021



There will be a quiz about the Welcome Letter and the Syllabus, so be sure to read through these instructions!

Due to the ongoing situation with Covid-19 this syllabus is subject to change. I have never wanted to teach this course online. I deeply wish we could be face-to-face, but this is beyond our control, and we need to make the best of it. Therefore, we will periodically have Zooms and I hope you will attend. All due dates are subject to change and if changed, will be announced in the assignments as well as in an announcement.

FT-R157 Wildland Fire Behavior (71689)

Online: Fall 2021 (Aug. 16-Dec. 15)

Class Section Number: 71689

Instructor: Randall Osborne

E-Mail: rosborne@vcccd.edu

The best way to contact me is by using the inbox in Canvas.

I will do my best to respond to emails within 24 hours on weekdays and 48 hours on weekends.

Course Schedule Info:

The course description mentions that we will meet at the Oxnard Fire Technology Building on 08/19/2021, 09/02/2021, 10/07/2021 and 12/02/2021 for field trips. **Due to complications with the Delta Variant, we will not meet on 08/19!** Regarding the other dates, I will announce in the previous week if we will meet in person, Zoom or just continue online.

Office Hours: I can do ConferZoom online conferencing if you make an appointment. I am also going to be online before and after any Zoom meetings we have for anyone who has questions.

Important Fire Technology Contact Info:

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Stop before reading this syllabus you need to read the welcome letter and check in by responding to the check in announcement on the Canvas home page. If you do not check in by the second day you will be dropped from the class.

Textbook: Firefighter's Handbook On Wildland Firefighting. 4th Edition

ISBN- 978-0-87939-676-3

Very important that you purchase the new 4th edition. This book was updated in 2018, and it has new info and changed chapters. Do not buy an old one!

Optional: Incident Response Pocket Guide Handbook (20 points extra credit if you get it or copy it). You turn this in by taking a selfie with the IRPG in your hand and then upload that in the inbox.

Here is one website that sells it for \$4.00:

[Supply Cache](#)

Canvas

Be sure to read in the welcome letter about how to navigate Canvas in this class. Also if you have an Apple product (Mac computers, iPhones and iPads) you need to read about turning in assignments by converting those assignments into a Microsoft format.

In each of my classes one of the first modules has links to information on how to use Canvas. If you are having any trouble with Canvas, use these links and or contact the IT people for the school. Of course I welcome you to contact me with any questions you may have or problems you may encounter. Sometimes students cannot access certain quizzes or papers and it turns out to be a corruption in the program or I need to reload the quiz, so please contact me with any problems.

Canvas Support:

Most issues with Canvas can be solved by hitting the help button at the bottom of the far-left column. In the help page there are Canvas student guides where you can find the answers to almost all FAQ's. However, there are some problems that you may need additional assistance, that is when you should call the 24/7 Canvas Tech support line at (844) 603-4262. Additionally, students can contact the library staff during library hours (currently 9AM-4PM) for general Canvas assistance and additional help with Microsoft Office (remember, I have shown you how to get it for free in our Welcome letter and on the home page) and assistance with tutoring at (805) 678-5819 or via email at occirculation@vcccd.edu

Required Reading:

The class will cover approximately one chapter each week. Read that chapter and for

every chapter, the next study guide will be placed on Canvas for you to use to prepare for your online quizzes and then later for the midterm and final exams. Sometimes the study guides are labeled as quizzes, but if it is a word or PDF document that is for you to download and use to study with. Quizzes will be placed on Canvas that will cover a chapter at a time and will be available to you for at least a week to take online. Since you are taking the quiz online at home, you can have your study guide open to help you, but the midterm and final will be on a 100 question scantron in class, so keep them to prepare for those in class tests. It is your responsibility to take the quizzes during the allotted time. There will be no make-up quizzes since the quizzes will be available online for the allotted time. **Be sure you are ready to complete the quiz when you start it. You only get one attempt at the quiz. If you start but then decide to take it later that counts as an attempt and you are locked out!** Those quizzes will be your study guides for the mid-term and final exams. All questions on the quizzes come from the study guides that you will find in the chapter modules.

Supplemental Reading: Supplemental Reading will be placed on Canvas. We are going to cover some subjects that are not in the textbook, so from time to time the instructor may provide supplemental reading material for which the students will be responsible. Supplemental reading can also be assigned for extra credit for those who need it.

1. Student Learning Outcomes:

A. Students will demonstrate an ability to identify a situation that presents a life safety hazard or a violation that could create a firefighter injury.

Evaluation: The students will present a PowerPoint giving the facts and factors involved in a wildland fire involving firefighter fatalities.

B. Students will identify the alignment factors using the Campbell Prediction System.

Evaluation: In the aspect project the students will evaluate the factors leading to blowups and burnovers.

2. Course Objectives:

A. Describe various weather, botanic and topographic factors that affect wildland fire prevention, behavior and control in California and particularly in Southern California.

B. Appraise a set of given fire, weather and topographic conditions and develop a fire attack strategy.

C. List the elements of a wildland fire prevention program.

D. Demonstrate the creation of defensible space while conducting a fire prevention program.

E. Discuss the causes of firefighter injuries.

F. Identify the firefighting assets used to control wildland fires.

G. Recognize the weather factors that create extreme fire behavior.

3. Catalog Description:

This course is designed to provide the employed Firefighter or Fire Technology major with a fundamental knowledge of the factors affecting wildland fire behavior, fire prevention, and fire suppression techniques.

4. Grades:

The following scale will determine your grade:

90% = A

80% = B

70% = C

60% = D

The point totals for the various aspects of the class are as follows:

Weekly Quizzes	200 pts.
Midterm	50 pts.
Final	100 pts.
Aspect PowerPoint Project	50 pts.
Final Project	100 pts.
Total Points	500 pts.
Extra Credit possible	100 pts.

Note: The above point totals may be adjusted throughout the class due to scheduling issues and the need for flexibility in the subject matter. There may be additional projects not listed and some may be deleted.

5. Projects:

PowerPoint Projects:

There will be 2 individual projects. Read the instructions for the assignment in Canvas carefully and turn them in via Canvas. Please do not email me assignments.

Format for the PowerPoints/Keynote:

PowerPoints must be turned in on Canvas. You can upload it as a PowerPoint. Be sure to read the information in the welcome letter about how to navigate this class in Canvas and especially what to do if you have an Apple type product (Macs, iPhone, iPad) Do not email it to me. It does not work well and then you don't get credit. I will show you an example of project 1 in Canvas. In the past we have done many group projects, but in Canvas this is very difficult to collaborate so you will be doing more on your own. This means greater participation on your part. **Participation is key to succeeding in this class!**

Individual projects:

1. Aspect Project.

The student will present a PowerPoint/Keynote on the various types of wildland

topography, aspects, and types of fuel, and their effect on wildland fires. You will need to go to a location where you can take images of the local mountains. Take the images (using either your phone camera or a regular camera, but they will need to eventually be digital for the PowerPoint) showing the different fuels and topography (aspects, slopes, and chimneys etc.) you encounter. This PowerPoint presentation should include images that **you** have taken (if you do not have a device to take images please talk to me after class or email me and we can work something out for you). The photos should explain where they were taken and what they illustrate. There needs to be at least one image of a hillside from each of the compass points and their corresponding aspect. Remember aspect is the direction the mountain is facing not the direction you are facing when you are looking at it. Your explanations should explain the significance of each aspect and the topography and fuel types found there. Note the time of day and where the sun is in relation to the aspect at that time. It is essential that you get out and find the various types of fuel and see how the aspect and topography affect the fuel and a potential fire. The only photos you are allowed to use from the Internet would be those that you cannot get in the surrounding areas (i.e. a photo of a heavy timber type of fuel). You can also include pictures of specific high-risk plants and trees like Eucalyptus trees, Junipers and Black Sage/Purple Sage. **Close the project with a slide with one paragraph about your experience and another about what you learned from doing this project. Do not forget this!**

This project should be done as a PowerPoint presentation. It must include at least one image and explanation of each aspect (North, South, East, West). In addition, at least one image of different topography types or of each of the following fuels: light/fine grassy, medium brush, heavy brush, and timber fuels. Extra credit points will be given for including some photos of types of plants that are considered dangerous to firefighters. Include a 2-3-sentence explanation of each picture. There should be a minimum of 8 photos. **In the PowerPoint there should be a minimum of 10 slides.** Opening slide as a title page with your name and a paragraph about where you went. The next 4 slides should be of each of the aspects, including a photo that you took and an explanation of the significance of that aspect (when the sun is on it, when it is most dangerous, what kind fuels you might find there). Then you should have 4 more slides with one each including either a fuel or topographical feature that you identified on your walk. Show the picture and explain its significance. The last slide should be a paragraph of what you learned by doing this project; i.e. did you see something you never noticed before? Was there something that stood out to you? Use the following rubric to help you accomplish this project:

1. 1 slide each, 4 photos including the 4 aspects. 10 pts.
2. 1 slide each, 4 photos of either a variety of topographical or fuel conditions 10 pts.
3. Explanations of each of the photographs taken. 20 pts.

3. A paragraphs about how/where you got the images.
4. A paragraph about what you learned about aspects.

5 pts.
5 pts.

Photo example and explanation:



This picture was taken in the Santa Monica Conservancy in the Malibu area. The slope on the left side is north-facing, thus moister and dominated by Ceanothus. North facing slopes are greener and less apt to burn, but due to the fact that the brush is denser the north face will burn hot and heavy when the conditions are right (i.e. extreme low humidity days and Santa Ana conditions). The South-East facing slope on the right side is much drier (receiving more direct sun) and is sparsely vegetated with the more drought tolerant California Sage and Yucca plants. This aspect is susceptible to burning and will burn with the greatest intensity in the late morning/early afternoon.

2. Final Project Corona Virus Version 1.0:

In a face to face class we do our final project as a Group research and PowerPoint Project, but because of our changes this semester you will need to do it individually. I will let you know in the first week which fire you are assigned to do. Here are the assignments per group:

Group 1 1949 Mann Gulch

Group 2 Yarnell Hill

Group 3 1994 So Canyon Fire

Group 4 1991 Oakland Hills Fire

Group 5 2009 Station Fire (not the nightclub fire! the wildland fire with 2 fatalities)

Group 6 Calabassas fire (Glendale firefighter burned)

Group 7 1993 Glen Allen Fire

Group 8 Loop Fire 1996

Group 9 Esperanza Fire

Group 10 Thirty Mile Fire

Group 11 Inaja Fire

Final Project Corona Virus Version 1.0

Due to the need for social distancing the final project has been changed to an individually done **25-slide PowerPoint presentation** about the fire your group is assigned to. I am sorry but it has proven to be too difficult for the groups to collaborate online, so I am asking you to do this project on your own. The final research project will be about the lessons learned from a specific **wildland** fire where there were multiple injuries or line-of-duty deaths. The project will be a PowerPoint/Google Slides presentation. Please do not use KeyNote because Canvas does not support it. If you have a Mac and do not have PowerPoint you can get Office-Mac by Microsoft for free by going to [this website \(Links to an external site.\)](#) or you can use Google Slides. KeyNote also has a save as PPT feature where you can export it as a PowerPoint. Your presentation will include information on the history of an assigned fire (see the assignment for your assigned fire, but it is the same as the one I assigned early on in the semester) and the events leading to the burn-over and will include the results of an after-incident report (AKA Green Sheet report). This PowerPoint Shall be **at least 25 slides in length** and should be scholarly in style and form.

The following points need to be remembered as you do this project.

1. Each slide will count for 4 points. This is a research report so each slide must have content that tells the story of this incident. Photos are great but the content is what is most important. **Each slide should have 3 sentences minimum telling the story of what happened, the progression of events leading to the burn-over and the findings of the post-incident investigation.**
2. Use the rubric that I will place both in the syllabus and in the assignment to guide you in what is required to get an A on this project.
3. Be sure to invest the time in the research of this project. Make sure to read the materials I have placed in Canvas on these fires as well as material you can find on the internet. YouTube has videos on almost all of these fires. Be careful with Wikipedia it is filled with opinions and sometimes misleading material.
4. The final 1-3 slides where you explain what you learned from doing this project and from this class is a critical part of this project.
5. This presentation should include a brief history of the fire; including cause of the fire and the initial actions and progress of the fire. It should also include the circumstances leading up to the burn-over, the results of the burn-over, and the findings of the after-action report including the factors as to why the firefighters lost their lives. Lastly there should be 1-3 slides with at least a paragraph on what studying this incident has taught you, and how you will apply these lessons to your firefighting career. Be sure if you use any quotes that you cite where you got that material. Do not clip and paste!!!

Following instructions is a critical component of being a firefighter and is key to getting an “A” on this project. If you have the slides representing the various items, I ask you to research, and you remember to give a reflection then you will get full credit. I minus 2-4 points for missing items/slides.

Here we are looking a pandemic square in the eye and doing our best to survive and get on the other side. I hope you invest the time to get the most you can out of this project. I always preach that you should do your best! If your attitude is to do just enough to get by then you should not be a firefighter. Firefighters do things that make the difference between life and death. They sacrifice and try to be prepared for anything that may come their way. The attitude of “C’s” get degrees is not the attitude of someone who strives to be the best they can be. I hope you invest the time and learn more about the critical decisions that wildland firefighters must make.

Here is the rubric:

1. A title page w/ the name of the fire, your name, FT-157 Wildland, then my name 04 pts.
2. A history/commentary of the sequence of events of the fire itself. **10 slides** 40 pts.
 1. Include slides about the weather and fuel conditions before and during the fire
 2. Include slides about the cause and first response
 3. Include slides giving the progression of events of the fire
 4. Mention the day of the burn-over but focus this part on the whole fire
3. A commentary of the burn-over. **7-9 slides** 36 pts.
 1. Including the events leading up to the burn-over event.
 2. Include the specific factors involved in the burn-over.
 3. Explain the rescue or attempted rescue of the victims.
4. An explanation of the investigation and findings of the burn-over. **4-6 slides** 24 pts.
5. A paragraph or two of what you learned from studying this event and how it will affect your tactics as a firefighter. **This is a critical part of the PowerPoint; do not forget to include it! 1-3 slides** 20 pts.
6. The first slide of your project should have the title of your project, your names, then my name, then the class name and number and the date, centered on the slide. **If you quote an article, book or the after-action report you must use quotations marks and cite it in a works cited page.** Add additional slides to cite the websotes or books you quote from. Use MLA and use the following format: <http://owl.english.purdue.edu/owl/resource/747/05/> (Links to an external site.).

I gave some flexibility as to how many slides in each section, but **the total must be at least 25 slides.** If you exceed that and are particularly thorough I may add some bonus fry points! The total is 100 points if you follow all instructions and include all portions of the project.

Please contact me with any questions via the inbox.

EXTRA CREDIT:

As an extra credit option you may take up to three of the following courses online through NWCG/FEMA and can get 25 points per certificate. **You must take these classes during this semester to get these points.** The certifications that qualify are I-100, I-200, S-110, S-190, and S-290. You can take these courses online at:

<http://training.nwcg.gov/courses.html>

6. Attendance:

In an online course attendance is measured by participation in the assignments. Do not fall behind. Students who get more than 2 assignments behind are subject to being dropped.

“All students admitted to Oxnard College are expected to attend classes regularly, both because continuity of attendance is necessary to both individual and group progress in any class, and because financial support of the college is dependent upon student attendance. Absence for any reason does not relieve the student from the responsibility of completing all class requirements.

It is also the responsibility of students, at the beginning of the semester, to become aware of the attendance and absence policies of the instructor for each class in which they are enrolled. When a student’s absence exceeds in number 1/9 of the total class contact hours for the session (e.g., absence from a semester-long class equal to twice the number of hours the class meets in one week), the instructor may drop such student from the class and record a grade in accordance with the policy for dropping a course.”

Attendance and quizzes:

All quizzes will be on Canvas. You must go on Canvas regularly to get the study guide of questions as well as any additional reading materials. All questions will come from the study guides. Some of the study guides may be labeled as quizzes, but if it is a Word document or a PDF that is the study guide. Quizzes will be placed on Canvas that will cover a chapter at a time and will be available to you for at least a week to take online. It is your responsibility to take the quizzes during the allotted time. There will be no make-up quizzes since the quizzes will be available online for the allotted time. **The midterm and final tests will be online but you will have longer times to take the tests.**

Things to do when taking a quiz or test in Canvas. Remember everything is accessible from your home page.

1. Find the study guide (sometimes labeled as a quiz) in each module. Download the study guide, and I suggest print the study guide.
2. Find the answers in your book. Be careful to read the whole paragraph where you find your answers. This author has a tendency to say things like, something is super important than a sentence or two later than says, but the most important is...

3. Prepare to take your quiz or test by being sure you have adequate time, a good internet connection and have found all the answers in your study guide. You only get one attempt on each quiz so be sure you are ready before clicking on the quiz.
4. You can find the quizzes in each module or by clicking on quizzes. The midterm and final are in their own module. The quizzes only allow you to see one question at a time. Do not switch windows or refresh your browser! These actions can cause Canvas to submit your quiz even though you were not done. If you have done a good job of preparing you will whiz through the quizzes.
5. Once you are done with the quiz you can see your score, but the correct answers will not show up until after the due date. I highly recommend you go back and correct any questions that you got wrong since you will use these study guides again when you take the midterm and the final. Quizzes are accessible after the due date, but Canvas is smarter than us and it tells me if you were late and I will lower your score by 5 points if you are late.
6. For the midterm use the study guides from quizzes 1-6. For the midterm use the final study guide to prepare for the test.

7. Important Dates:

Check in to Welcome Announcement	Aug. 18
Introduction Assignment Due	Aug. 22
Add/Drop without a W Deadline	Sep. 03
Graduation/Certification app deadline	Oct. 28
Mid-Term Examination	Mar. 08-12
Last day to drop with a “W”	Nov. 19
Thanksgiving Break	Nov. 25-28
Aspect Project	Oct. 22
Station Study	Nov. 11
Final Project Bonus points	Dec. 06-08 (bonus+5)
Final Project Due	Dec. 09
Final Exam and last day	Dec. 09-14
Last Day of Class	Dec. 15

CLASS SCHEDULE:

The class schedule is subject to change!

Assignments will always show in the calendar and the home page. Pay attention to them and they will also have a due date on them.

- **Use the Canvas Calendar to track due dates!**
- Zoom meetings are not required in this course, however they are beneficial at times and if held they will be announced ahead of time. Please plan and prepare accordingly.

- Read the assignment on Canvas to be sure of due dates! Pay attention to announcements they will tell you of any date changes. **Quizzes are in bold text and Assignments below are in bold italics.**

All Due dates and Zooms dates are subject to change

Changes will be announced in Canvas

Week 1

08/16

Respond to the check in announcement by 08/18. If you do not check in, you will be dropped and someone else will be given your spot.

Intro/Movie/Fireline Safety (Ch1)

Welcome Letter and Syllabus Pop-quiz Due 08/20

Introductions due 01/15-Respond by 08/22

Week 2

08/23

Fireline Safety/10 and 18 (Ch1)

Handout Reading Pop-quiz Due 08/27

Big Burn Discussion and Quiz Due 09/13

Week 3

08/30

Fire Weather (Ch2)

Quiz 1 Due 08/29

Weather Pt. 1 Pop-quiz 10 pts Due 09/03

Week 4

09/06

Fire Weather (Ch2)

Weather Pt. 2 Pop-quiz Clouds 10 pts. Due 09/10

Week 5

09/13

Topography and Fuels (Ch3)

Quiz 2 Due 09/12

Big Burn Discussion and Quiz Due 09/13

Week 6

09/20

Wildland Fire Behavior (Ch4)

Quiz 3 Due 09/19

Loop Fire and Glen Allen Assessment Due 10/03

Week 7

09/27

Wildland Fire Behavior/Campbell Prediction System

Quiz 4 Due 09/26

Campbell Prediction System Pop-Quiz 10/01

Week 8

10/04

Fire Extinguishment Methods/Water (Ch5-6)

Quiz 5-6 Due 10/03

Week 9

10/11 Use of Firefighting Resources (Ch7)
Tools Pop-quiz Due 10/15

Week 10

10/18 **Mid Term 10/18-10/23**
Aspect Project Due 10/22
So You Want to be a Firefighter extra credit

Week 11

10/25 Initial Attack Strategy and Tactics (Ch8)
Quiz 7 Due 10/24
Ch 8 Pop-quiz Due 10/29

Week 12

11/01 WUI Firefighting Strategy and Tactics (Ch9)
WUI Structure triage and LCES Pop-quiz Due 11/05

Week 13

11/08 Incident Command Systems/NIMS (Ch10)
Quiz 8 Due 11/07
ICS scenario 10 pts. (Zoom?) Due 11/14

Week 14

11/15 Realities: The Station Fire
Quiz 9 Due 11/14
Station Fire analysis (Zoom?) Due 11/21

Week 15

11/22 Map Reading/Thirty Mile Fire
Map Reading Pop-quiz Due 11/28 (Zoom?)
Quiz 10-15 Due 11/29

Week 16

11/29 Wildland Fire Prevention
Thirty Mile Fire Analysis 10 pts. (Zoom?)

Week 17

12/06-08 **Final Project-Bonus Points +5**
 12/09 **Final Project Due**

12/10-14 **Final**
 12/15 **Last Day (Class Closes)**

8. Class Demeanor:

In the fire service you are expected to respect each other and the traditions that guide

firehouse life. Firefighters are expected to behave in a manner that shows respect, tolerance, professionalism, and an amiable attitude. I expect the same in this class. The fire service is a family and we call each other brother and sister, so start acting this way now and you will have a much more successful career as a firefighter. Firefighters are expected to give 100% effort in all they do. Good enough never is. I hope you will take the same attitude in this class. I would love to see every student earn an “A” and come out of this class better prepared to pursue the fire service.

Taking a course online requires the same amount of respect with an amiable attitude as a face-to-face class. Please read [the ten Core Rules of Netiquette](#) before class starts.

Here are some guidelines I came up with.

Before hitting send or save when posting in the discussion groups, you should reread your post and ask yourself if your post meets the guidelines of the four R’s of internet posting. You might even want to consider these guidelines with your Snapchat, Facebook, Instagram and Twitter accounts. Ask yourself is it...

Real: Is this post based on true facts that can be verified? If it is opinion and not factual, then be sure to prefix your post with the statement that this is only your opinion or perspective on the issue.

Respectful: Is what I am saying and how I am saying it respectful of others and their opinions? Why has the internet become a place where everyone feels they can be nasty and mean? Let’s treat each other with the respect we would like shown to ourselves. Please, no cursing or foul language in your posts.

Reasonable: Is my perspective lucid and clear and does it make sense? Have you really taken the time to research the issue and to think it through to come up with a reasonable post that adheres to the other guidelines, like being true and honest and respectful?

Relevant: Always ask yourself the question is this really worth saying? Is my post relevant to the subject at hand or am I just rambling? This also goes back to respecting another person’s time.

One last thing regarding posts in discussions or in projects. One of the hardest things to learn in college is how to be thorough but terse or brief. I have papers turned in that are only a page but should have been at least 2-3 pages. I also have students who write 5-page papers that could have been said in a paragraph. Learning how to put your thoughts in a paper or post in an intelligent, clear and yet thorough manner is something that I am still working on as well, so proof-read and stop and think about what you have to say. Proof-read posts and make sure it reads the way you meant it and that it makes sense. We have all made mistakes where the auto-correct changed what we said or typed and then end up embarrassed or looking foolish. **Proof-read!**

Firefighters have to do and say things in a hurry, and they have to be accurate in what they do. Here is a short video that was a commercial for Nextel. [What if firefighters ran Congress.](#)

Cheating or Plagiarism

According to the school catalogue, “Oxnard College takes academic honesty very seriously, since ethical behavior and integrity are vital components of ensuring mutual respect across campus. Instructors, accordingly, have the responsibility and authority for dealing with instances of cheating or plagiarism that may occur in their classes. Such activities could include stealing tests, using “cheat sheets,” copying off another’s test, or turning in someone else’s work as his/her own.”

“Furthermore, instructors have the responsibility to report instances of cheating to their Deans in that cheating in any form is a violation of the Oxnard College Student Code of Conduct and as such is subject to investigation, charges of misconduct, and disciplinary consequences.”

Students with learning disabilities:

I want you to succeed in this class! If you are having any issues with the lectures, reading or assignments please talk to me. For student assistance and/or to be evaluated, please contact OC Educational Assistance Center at 986-5830. Please read the following from the school catalogue.

Statement of Reasonable Accommodation:

Oxnard College faculty members fully support the Americans with Disabilities Act (ADA), Title 5. Section 508, and the Rehab. Act of 1973. Members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Educational Assistance Center (EAC) who needs and requests accommodation. Faculty may wish to contact the EAC to verify the presence of a disability and confirm that accommodation is necessary. EAC will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

Financial Aid: Financial Aid may be available. Call the Financial Aid office at 805-986-5828 or go to their website:

<http://www.oxnardcollege.edu/departments/student-services/financial-aid-office>

Dropping the class:

It is your responsibility to drop the class if you cease to attend. Students who leave the class are expected to follow the appropriate drop procedure. Students who drop the course but who do not formally withdraw and complete the appropriate drop procedures will receive an "F" grade for the course.

9. Canvas

On each of my classes one of the first modules is links to information on how to use Canvas. If you are having any trouble with Canvas, use these links and or contact the IT people for the school. Of course, I welcome you to contact me with any questions you may have or problems you may encounter. Sometimes students cannot access certain quizzes or papers and it turns out to be a corruption in the program or I need to reload the quiz, so please contact me with any problems.

Extra Credit:

Extra credit can be arranged through the instructor. All extra credit must be pre authorized. There are reading assignments on the portal from which you can write a 1-2-page paper. On a well-written paper, I give 10 points per page. There are many more options for extra credit and I will discuss these in class.