

Course Information

Semester & Year: Fall 2022

Course ID & Section #: SNLAN-1A-E3551

Instructor's name: Kendra Wolcott

Day/Time: M/W 2:45 – 4:50pm

Location: HU 213

Course units: 4

Instructor Contact Information

Office Location: CA 121

Office hours: M/W by appointment

Preferred Contact: Canvas email

Additional Contact: kendra-wolcott@redwoods.edu

Catalog Description

A course introducing the basics of American Sign Language (ASL) through exposure to questions, commands, and other simple sentence structures. It is expected that students will develop a rudimentary conversational skill in ASL. Additionally, information about Deaf culture will be introduced.

Course Student Learning Outcomes

1. Demonstrate basic linguistic skills in American Sign Language via expressive and receptive communication.
2. Demonstrate awareness of Deaf culture and the Deaf community.

Prerequisites/co-requisites/ recommended preparation

Please be prepared to purchase the online *Signing Naturally* workbook. Students are STRONGLY ENCOURAGED to make this purchase during the first week of classes (total cost is \$65).

Required Materials

Textbook Requirements:

Signing Naturally Interactive Online Materials Units 1-6. The link to purchase is on Canvas. We will not be using a physical textbook and DVD this semester. **You are STRONGLY ENCOURAGED to purchase the workbook during the first week of class. Workbook should be purchased by the week of Sept. 5th at the LATEST.**

Technology Requirements:

This is a media heavy course, so having solid computer skills and access to technology is critical for success. Before beginning, please make sure you:

- Have access to a PC, laptop, or tablet to use the digital workbook and complete assignments (using a smartphone is NOT recommended)
- Understand how to navigate Canvas
- Can record and upload videos using a computer, laptop, smartphone, or other device

It is your responsibility to meet the technological demands of the course, which may often include troubleshooting technological adventures.

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Course Expectations & Voice-Off Policy

In this class, you will not only be learning a new language, but also how to engage with a new *culture*. This means that our classroom environment will be very different from your other classes!

American Sign Language is a VISUAL language. **Expect to use your EYES in this course, not your ears.** After the first week of class:

- Instruction will be **voice-off**. I will teach using a combination of ASL, written English, pictures, and other non-verbal methods.
- **Speaking verbally will not be permitted during class.** You may use ASL, writing, and other non-verbal communication methods to interact with me and your classmates. (**Note:** whispering does NOT count as non-verbal communication).
- Your workbook, homework, and assignments will be voice-off and mostly free of audio.

American Sign Language is shared with us by the Deaf community. Keeping your voice off while learning and using ASL is a sign of respect to the community and culture. **If you are not willing to honor the voice-off policy, I strongly suggest that you drop and take a different language.** However, I encourage you to give it a try! It sounds scary at first, but I promise -- everyone adapts to it within the first few weeks 😊

A Note on Accessibility

American Sign Language is a non-verbal language. I will do my best to accommodate individual student needs, but *I cannot accommodate the need for verbal/auditory learning.*

Evaluation & Grading Policy

Note: This class does not have a traditional midterm and final. Instead, students will complete quizzes & video assignments throughout the semester, with a cumulative in-person evaluation during finals week (See class calendar for quiz & assignment schedule).

Grade Weight System:

ASL Video Assignments: 30%

Final Evaluation: 10%

Comprehension Quizzes: 20%

Attendance & Participation: 20%

Cultural Reflections: 15%

Workbook Assignments: 5%

Grading Scheme:

A 93-100%

A- 92-90%

B+ 87-89%

B 83-86%

B- 80-82%

C 70-79%

D 60-69%

F 59% or less

Late Work, Attendance, & Assignment Policies

Homework: All assignments are to be submitted via Canvas. Homework is assigned weekly. It is expected that you will spend a minimum of 8 hours per week on course work (review, preparation, studying, homework, etc.). **It is YOUR responsibility to review what we learn in class on your own so you are prepared for the next class period.** I strongly suggest forming study groups to study/practice outside of class.

Due Dates: All assignments are due on **Sundays at 11:59pm**. You should be checking the Course Calendar and Canvas regularly to stay informed about when assignments are due.

Late Work Policy: Assignments are accepted up to one week late, with a 5% grade deduction per day.

- **You are allowed 3 Free Extensions throughout the semester.** These grant you a one-week window for late work without a penalty. To use these, simply submit an **Extension Pass** (available on Canvas) for the assignment of your choosing.
- **Most assignments lock one week after the posted due date.** Once an assignment locks, you will not be allowed to submit it, even with an Extension Pass. *****Workbook assignments are the only assignments that do not lock until Dec. 11th**
- **I do NOT grant emergency extensions for tech problems:** Assume that technology WILL fail you if you wait till the last minute. Plan accordingly.

Attendance Policy: This is a very interactive class. We do a lot of group work, games, and hands-on activities. **Your participation in class affects your classmates' ability to learn and practice the material,** so it is important that you show up every day and participate.

- **You are allowed 3 Excused Absences.** To use these, submit the **Excused Absence Form** on Canvas. You do not need to email me or provide a reason for your absence.
- **Do not expect to show up to class & do nothing.** Failure to participate in class activities will result in a failed attendance grade for the day.
- **Cell Phone Use is Prohibited in Class.** If I see you on your phone during class, you may be asked to leave and will not receive attendance points for the day.
- **COVID-related absences will be excused.** If you test positive or need to quarantine, you will not receive a penalty for missing class.

Grading Policy: I do NOT allow assignment re-dos. **I do NOT give grade bumps under any circumstances.** I do NOT provide last minute extra credit assignments to students with a failing grade. **I do NOT allow special exceptions to the late work and attendance policies.** *It is YOUR responsibility to meet the learning outcomes of the class. It is not my responsibility to lower the standards for individual students.*

Breakdown of Assignments & Course Requirements

ASL Video Assignments (30%)

Purpose: to demonstrate your expressive ASL skills (how well you can use the language).

Details: You will complete a total of 3 videos (plus a short practice video). These will be based off the units from your *Signing Naturally* digital workbook, and will include a short written component in which you reflect on the quality of your work.

- Video 1: Units 1 & 2
- Video 2: Units 3 & 4
- Video 3: Unit 5

We will be using a free program called Flipgrid to record and upload videos. More detailed instructions for how to complete these assignments, along with a rubric, are available on Canvas.

Final Evaluation (10%)

Purpose: to demonstrate your conversational fluency in ASL, including both your ability to use and understand the language.

Details: This is essentially your final “exam.” During finals week, students will meet with me individually and have a conversation using vocabulary from Units 1-5. You will be assessed on your vocabulary and grammar, as well as your comprehension skills. A more detailed description of this assessment, including a rubric, will be available on Canvas.

Comprehension Quizzes (20%)

Purpose: to demonstrate your ASL comprehension and grammar knowledge

Details: These will be completed as quizzes on Canvas. They will involve watching videos of ASL conversations, answering multiple choice questions, and translating English sentences into ASL word order. You may retake the quizzes twice before the due date. You will complete 3 quizzes total:

- Quiz 1: Units 1 & 2
- Quiz 2: Units 3 & 4
- Quiz 3: Unit 5

Attendance & Participation (20%)

Learning a language is not a solitary activity -- you **MUST** practice regularly with other people. Success in this class requires a commitment to showing up to every class period and participating in class activities.

This class is highly interactive, and frequent absences will affect your ability to complete the required assignments.

Attendance is taken each class period and recorded on Canvas. **By enrolling in this class, you are affirming that you will be able to attend class regularly.** If you have an absence, it is your responsibility to make up for what you missed by checking Canvas, the syllabus, or asking a classmate.

Students who do not attend or fail to sign in during the first week of class will be dropped.

Cultural Reflections (15%)

Purpose: to demonstrate awareness of the Deaf community & culture

Details: We will be using these short written assignments to explore topics related to Deaf culture and the Deaf community. You will have 7 Reflections total. Each Reflection will involve:

- Watching/reading the posted videos or articles
- Writing a brief summary of what you watched/read
- Responding to the prompt with your own opinions, questions, and comments
- Asking 1-2 questions that you have about the material

More details for how to complete your reflections, including a rubric, are available on Canvas. For specific due dates, check out the course calendar at the bottom of the syllabus.

Workbook Assignments (5%)

Purpose: to practice ASL comprehension skills & review class material

Details: Your *Signing Naturally* digital workbook is divided into 5 Units. Each unit includes several worksheets to help you practice the material learned in class. Some tips for completing the worksheets:

- **Worksheets are due at the end of each Unit** and submitted on Canvas
- **Worksheets are posted weekly in your Modules.** You do not have to complete them weekly, but I recommend doing so to help you follow the natural pace of the class.
- **Worksheets submitted by the posted due date will be given full credit** (regardless of how many answers you get right). Grades for late worksheets will not be adjusted.

Extra Credit Opportunities

There are three ways one can earn extra credit in this course:

1. Complete the assignments in the Extra Credit Module
2. Attend ASL & Deaf community events (I'll let you know when these are happening!)
3. Participate in weekly study groups. Complete the Study Group Log at the bottom of the syllabus (and available on Canvas) and submit it to me by **Sunday, Dec. 11th at 11:59pm** to receive extra points on your final grade

Communicating With Your Instructor

Office Hours: I do not have regular office hours this semester, but I would be happy to schedule a time to meet in my office (CA 121), after class, or virtually. Please don't hesitate to reach out and ask for help when you need it!

Canvas Email: The best way to get in touch with me outside of class is through Canvas email. *If you do not receive a response from me within 48 hours, that means the answer to your question is in the Syllabus or on Canvas.* **I do not respond to emails on weekends or on weekdays after 6pm.**

Reasons to Email Me:

- To schedule a time to meet with me
- To ask for help or clarification about something learned in class
- To ask for clarification about an assignment (after you've read the instructions)
- To request more resources for practicing outside of class
- To alert me of a tech problem on Canvas

Reasons NOT to Email Me:

- To ask a question that is already explained on Canvas or in the syllabus
- To ask what was covered in class on a day you were absent (ask a classmate or check Canvas)
- To explain an absence or late assignment (submit an Absence/Extension form instead)
- To ask when something is due (check the Course Calendar)
- To request an extension (the answer is "no" unless you submit an Extension Pass)

Please use professional email etiquette! Do not treat emails like texts or Instant Message. Clearly explaining your question or problem in a single email will allow me to help you faster and more effectively. When emailing me, please include:

- A subject line indicating the purpose of the email
- A greeting (ex: "Hi Kendra," "Good Morning," etc.)
- Which course section you are in (ex. M/W 9:00am)
- A clear explanation of your question or reason for contacting me
- Your name or email signature

Not sure what an acceptable email looks like? Check out the next page to see some examples.



Example Email (Acceptable)

[Subject Line: Help with Unit 3 & 4 Video]

Hi Kendra,

This is Lexi from your M/W 9:00am class. I am having trouble with the prompt for the Unit 3 & 4 Video Assignment and would like some guidance. Would you be able to meet with me after class on Wednesday so I can show you what I have so far? I have been practicing it with my study group, and we all have similar questions.

*Thank you,
Lexi Brown*

Example Email (Unacceptable)

[Subject Line: _____]

Hey i need help with the assignment i don't understand what we are supposed to do, also sorry i wasn't in class last week I had to take my dog to the vet can you tell me what i missed? if you could get back to me asap that would be great

Example Email (Unacceptable)

[Subject Line: HELP!! URGENT!!!]

Hi sorry for emailing so late, I am trying to upload my video assignment but it's telling me the upload failed, I don't know what to do and I don't want my video to be marked late can you please give me an extension?

ASL Survival Guide: Tips for Success

Learning a new language can be a scary experience. If reading through this syllabus has you wanting to run for the hills instead of sticking with the class, here are some tips to help ease any anxiety you may be feeling. I am delighted to be working with you, and I truly believe that everyone can succeed in this class if you keep the following tips in mind.

1. **TRY NOT TO COMPARE YOURSELF WITH OTHERS.** Learning a new language is challenging, and the experience is different for each student. We all learn at different paces; we all excel and struggle in different areas; and we all have unique personalities that influence our approach to learning. **Learning ASL may come naturally to you, or it may seem impossible -- both of these things are okay.** Practice patience, honor each other's strengths and weaknesses, and use your differences to support each other rather than compare.
2. **BECOME COMFORTABLE WITH DISCOMFORT.** Most of us are accustomed to relying on spoken language to navigate the world. ASL requires us to leave speech and hearing at the door and instead interact with the world visually. This is a HUGE adjustment. You may not be used to using your hands, face, and body to express yourself. **It will feel awkward and uncomfortable. This is not a problem.** The best thing you can do is lean into that discomfort and accept it -- that is where the growth is. One day, everything that felt foreign will come with ease (I promise!)
3. **USE YOUR CLASSMATES AS RESOURCES.** Learning a language is an inherently social activity. You can devote countless hours to memorizing vocabulary and signing with yourself in the mirror, but these strategies on their own are very limiting. **To truly learn ASL, you need to use it every day, both inside and outside the classroom, in conversation with others.** Get to know your fellow classmates and use each other for support. You can do this by forming study groups, working on homework together, sharing resources (computers, cameras, etc.), or just meeting up outside of class to chat in ASL. You will be amazed at how quickly you can pick up a language when you incorporate it into your daily interactions.
4. **EMBRACE CONFUSION.** You are going to feel confused A LOT in this class. Often, students think if they are confused, that means they are doing something wrong. Not true! **Confusion is a necessary part of the learning process.** In fact, the "learning process" is really just a series of "WTF???" moments eventually followed by an "aha!" moment. *Remember, I am always here if you need help*, so don't be afraid to ask me to slow down or repeat something during class. Always ask for help when you need it!
5. **DO NOT BE AFRAID TO SCREW UP:** Many of us have been taught to believe that mistakes are our worst enemies. However, when it comes to learning a new language, mistakes can be some of our greatest allies. Rather than thinking of mistakes as enemies plotting to expose your flaws and weaknesses, try to think of them as teachers who are here to make you aware of your own learning process and gently nudge you toward new strategies for solving problems. **Perfectionism can be one of the biggest barriers to learning because it causes us to approach the task from a mindset of fear, rather than a mindset of growth.** Be patient with yourself and always keep in mind that YOUR INSTRUCTOR (aka, me) DOES NOT EXPECT PERFECTION. Your success in this class will be measured by your participation, engagement, and effort, not by how many mistakes you are able to dodge. So don't take yourself so seriously! Go forth and screw up -- you will be better for it.

SNLAN 1A Fall 2022 Schedule – subject to change. See Canvas for most up to date schedule.

<i>Date</i>	<i>Agenda</i>	<i>What's Due?</i>
Week 1: Aug 22 - 28	Introductions & Syllabus Begin Unit 1: Introducing Yourself	Aug. 28 - Purchase online workbook - Cultural Reflection #1: Introductions
Week 2 Aug 29 – Sept 4	Continue Unit 1	Sept. 4 - Introduction Video - Cultural Reflection #2: Voice-Off & Sim-Com
Week 3 Sept 5 – 11 Labor Day Sept 5 (no class)	Unit 1 Review & Wrap-Up	Sept. 11 - Unit 1 Workbook Assignments
Week 4 Sept 12 - 18	Begin Unit 2: Exchanging Personal Information	Sept. 18 - Discussion #3: Signed Language v. Signed Systems
Week 5 Sept 19 - 25	Unit 2 Review & Wrap-Up	Sept. 25 - Unit 2 Workbook Assignments
Week 6 Sept 26 – Oct 2	Begin Unit 3: Discussing Living Situations	Oct. 2 - Unit 1 & 2 Video - Video Self-Reflection - Unit 1 & 2 Review Quiz
Week 7 Oct 3 - 9	Continue Unit 3	Oct. 9 - Cultural Reflection #4: Through Deaf Eyes (Part 1)
Week 8 Oct 10 - 16	Unit 3 Review & Wrap-Up + Unit 1-3 Review	Oct. 16 - Unit 3 Workbook Assignments

Week 9 Oct 17 - 23	Begin Unit 4: Family & Relationships	Oct. 23 - Cultural Reflection #5: Through Deaf Eyes (Part 2)
Week 10 Oct 24 - 30	Unit 4 Review & Wrap-Up	Oct 30 - Unit 4 Workbook Assignments
Week 11 Oct 31 – Nov 6	Begin Unit 5: Discussing Schedules & Activities	Nov. 6 - Unit 3 & 4 Video - Video Self-Reflection - Unit 3 & 4 Quiz
Week 12 Nov 7 - 13	Continue Unit 5	Nov 13 - Cultural Reflection #6: For a Deaf Son
Week 13 Nov 14 - 20	Unit 5 Wrap-Up & Review	Nov 20 (soft due date) - Unit 5 Video - Video Self-Reflection - Unit 5 Review Quiz
Week 14 Nov 21 – 27 Fall Break!	Nothing! Enjoy your break 😊	Nov 27 (hard due date) - Unit 5 Video - Video Self-Reflection - Unit 5 Review Quiz
Week 15 Nov 28 – Dec 4	Units 1-5 Full Review + Finals Prep	Dec 4 - Cultural Reflection #7: Technology & the Deaf Community
Week 16 Dec 4 - 11	Units 1-5 Full Review + Finals Prep	Dec 11 - All extra credit assignments due by 11:59pm. NO EXCEPTIONS!
Week 17 Dec 12 – 15 Finals Week!	Final Evaluations Meet in our classroom at your scheduled time for your final evaluation (either Dec. 12 or 14)	Dec. 12 & 14 - Final Evaluations ***Semester ends on Dec. 14 at 11:59pm.

Study Group Log**Name** _____

Record your study group sessions here. *Students who participate in self-formed study groups will receive 0.5 points extra credit for each hour that they meet.* Complete this form and email to your instructor on Canvas by Sunday, May 8th at 11:59pm.

Week	Date	Who I met with	What we studied
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
Question 1	<i>What do you believe was the most beneficial component of working in a study group this semester?</i>		
Question 2	<i>What was the most frustrating factor when working in a study group? Where you able to find a solution to the problem? How?</i>		
Question 3	<i>What advice do you have for future SNLAN students?</i>		

Admissions deadlines & enrollment policies

Fall 2022 Dates

Classes begin: 8/20/22
Last day to add a class: 8/26/22
Last day to drop without a W and receive a refund: 9/02/22
Labor Day Holiday (all campuses closed): 09/05/22
Census date: 9/06/22 or 20% into class duration
Last day to petition to file P/NP option: 09/16/22
Last day to petition to graduate or apply for certificate: 10/27/22
Last day for student-initiated W (no refund): 10/28/22
Last day for faculty-initiated W (no refund): 10/28/22
Veteran's Day (all campuses closed): 11/11/22
Fall Break (no classes): 11/21/22 – 11/25/22
Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22
Final examinations: 12/10/22 – 12/16/22
Semester ends: 12/16/22
Grades available for transcript release: approximately 01/06/23

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

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

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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Academic dishonesty

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

Disruptive behavior

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

Inclusive Language in the Classroom

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

Setting Your Preferred Name in Canvas

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

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

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

Eureka Campus Emergency Procedures

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

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.

5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

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

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

Student Support Services

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

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

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

Learning Resource Center includes the following resources for students

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

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821