

Syllabus for SNLAN 1B

Course Information

Semester & Year: Fall 2022

Course ID & Section #: SNLAN-1B-E3552

Instructor's name: Kendra Wolcott

Day/Time: T/Th 2:45 – 4:50pm

Location: HU 127

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 building on skill development begun in Elementary Sign Language I by refining the use of basic sentence types. Students will learn intermediate ASL skills used in a variety of situations. Deaf cultural themes are examined throughout the course.

Course Student Learning Outcomes

1. Engage in increasingly complex conversations in ASL while demonstrating common communication etiquette in a signing environment.
2. Organize basic conversational strategies, including getting attention, asking for repetition, interrupting, providing feedback, and opening and closing conversations.
3. Demonstrate cross cultural communication strategies in interactions with Deaf individuals in the classroom, on campus, and in the community.

Prerequisites/co-requisites/ recommended preparation

Successful completion of SNLAN-1A or equivalent course.

Required Materials

Textbook Requirements:

Signing Naturally Interactive Online Materials Units 7-12. 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

Table of Contents

1. Course Expectations, Voice-Off Policy, Grading Breakdown	3
2. Late Work, Attendance, & Assignment Policies	4
3. Assignments, Course Requirements, & Extra Credit.....	5 – 7
4. Communicating With Your Instructor	7 - 8
5. Email Etiquette Examples	9
6. Course Schedule	10 – 12
7. Study Group Log	13
8. Important Dates & Deadlines	14
9. Institutional Policies & Emergency Procedures	15 - 18

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.

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:

Conversational Assessments: 15%

Final Evaluation: 10%

Translation Videos & Gloss: 25%

Comprehension Quizzes: 15%

Book Report: 15%

Workbook Assignments: 5%

Reading Logs: 5%

Attendance & Participation: 10%

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

Conversational Assessments (15%)

Purpose: to demonstrate your conversational fluency in ASL

Details: You will complete a total of 3 conversational assessments throughout the semester. These will be based on the Units from your *Signing Naturally* workbook.

- Conversation 1: Units 7 & 8
- Conversation 2: Units 9 & 10
- Conversation 3: Unit 11

For each assessment, you will build a conversation around the vocabulary & grammar concepts learned in each respective Unit. You will either do these on video with a partner, or in-person with me during class (we will vote as a class on which option you prefer during the first week). More information about what to include in your assessments, along with a rubric, will be available on Canvas.

Translation Videos & Glosses (25%)

Purpose: to demonstrate your knowledge of ASL vocabulary & grammar

Details: You will complete one Translation Video at the end of each Unit (for a total of 5 videos). For each Unit, you will be given either a series of sentences or a short paragraph to translate into ASL. In addition to recording a video of your translations, you will also submit a written ASL gloss of each sentence.

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, will be available on Canvas.

Comprehension Quizzes (15%)

Purpose: to demonstrate your ASL comprehension skills

Details: You will complete a total of 3 comprehension quizzes throughout the semester. These will be based on the Units from your *Signing Naturally* workbook, and will be due at the same time as your Conversational Assessments.

- Quiz 1: Units 7 & 8
- Quiz 2: Units 9 & 10
- Quiz 3: Unit 11

Each quiz will involve watching one or more short stories in ASL and writing out a translation in English. You will submit these as written assignments on Canvas. More details about these quizzes, along with a rubric, will be available on Canvas.

Deaf Cultural Book Report (15%)

Purpose: to demonstrate awareness of the Deaf community & culture

Details: During the first week of class, each student will choose a book about Deaf culture (provided by your instructor) to read for your Deaf Cultural Book Report. You will have the entire semester to read the book on your own time. At the end of the semester, you will do a short presentation in which you summarize and analyze the Deaf cultural themes within the book. You will also write a short reflection in which you connect what you read to the Deaf cultural themes learned in SNLAN 1A.

More details about how to complete this assignment, along with a rubric, will be available on Canvas.

Reading Logs (5%)

Purpose: to assist you with your Deaf Cultural Book Report throughout the semester

Details: You will complete a total of 5 Reading Logs (see the Course Calendar for specific due dates). These are intended to help guide and hold you accountable as you work on your Deaf Cultural Book Report. Each reading log will include a short summary of what you've read so far, and an analysis portion to help you connect cultural concepts from SNLAN 1A to the book you are reading.

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.

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 7 - 11. 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.

Attendance & Participation (10%)

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.

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 am usually in the classroom 15-20 minutes before class begins, so you are welcome to meet with me then. If that doesn't work for you, we can schedule a time to meet in my office (CA 121) 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 likely 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?

SNLAN 1B 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 Review 1A Begin Unit 7: Describing People & Things	Aug. 28 - Purchase online workbook
Week 2 Aug 29 – Sept 4	Continue Unit 7	Sept. 4 - Reading Log #1
Week 3 Sept 5 – 11 Labor Day Sept 5 (no class)	Unit 7 Review & Wrap-Up	Sept. 11 - Unit 7 Workbook Assignments - Unit 7 Translation Video & Gloss
Week 4 Sept 12 - 18	Begin Unit 8: Making Requests & Asking for Advice	Sept. 18 - Reading Log #2
Week 5 Sept 19 - 25	Unit 8 Review & Wrap-Up	Sept. 25 - Unit 8 Workbook Assignments - Unit 8 Translation Video & Gloss
Week 6 Sept 26 – Oct 2	Unit 7 & 8 Review	Oct. 2 - Unit 7 & 8 Conversation Assessment - Unit 7 & 8 Comprehension Quiz
Week 7 Oct 3 - 9	Begin Unit 9: Describing Places	Oct. 9 - Reading Log #3
Week 8 Oct 10 - 16	Unit 9 Review & Wrap-Up	Oct. 16 - Unit 9 Workbook Assignments - Unit 9 Translation Video & Gloss

Week 9 Oct 17 - 23	Begin Unit 10: Giving Opinions About Others	Oct. 23 - Reading Log #4
Week 10 Oct 24 - 30	Unit 10 Review & Wrap-Up	Oct 30 - Unit 10 Workbook Assignments - Unit 10 Translation Video & Gloss
Week 11 Oct 31 – Nov 6	Unit 9 & 10 Review	Nov. 6 - Unit 9 & 10 Conversation Assessment - Unit 9 & 10 Comprehension Quiz
Week 12 Nov 7 - 13	Begin Unit 11: Discussing Plans & Goals	Nov 13 - Reading Log #5
Week 13 Nov 14 - 20	Unit 11 Wrap-Up & Review	Nov 20 (soft due date) - Unit 11 Worksheets - Unit 11 Translation Video & Gloss
Week 14 Nov 21 – 27 Fall Break!	Nothing! Enjoy your break 😊	Nov 27 (hard due date) - Unit 11 Worksheets - Unit 11 Translation Video & Gloss
Week 15 Nov 28 – Dec 4	Units 7-11 Full Review + Finals Prep	Dec 4 - Unit 11 Conversation Assessment - Unit 11 Comprehension Quiz
Week 16 Dec 4 - 11	Finals Prep + Book Reports (Due in-class 12/5 or 12/7)	Dec 11 - Book Report (Written Analysis) - All extra credit assignments due by 11:59pm. NO EXCEPTIONS!

<p>Week 17 Dec 12 – 15</p> <p>Finals Week!</p>	<p>Final Evaluations</p> <p>Meet in our classroom at your scheduled time for your final evaluation (either Dec. 13 or 15)</p>	<p>Dec. 13 & 15</p> <p>- Final Evaluations</p> <p>***Semester ends on Dec. 15th at 11:59pm.</p>
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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