



Syllabus for Math 15 (V2144) "Introduction to Statistics"

Syllabus

Course Information

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| Semester & Year: | Summer 2021 |
| Course ID & Section #: | Math 15 V2144 Introduction to Statistics |
| Instructor's name: | Tami Matsumoto |
| Day/Time of required meetings: | Online. Asynchronous. June 1 – July 22, 2021 (There are NO in-person meetings) |
| Location: | Canvas: https://redwoods.instructure.com/courses/13124 |
| Course units: | Math 15 is 4 units Lecture |

Instructor Contact Information

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|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Office location or *Online: | Working from home [formerly: Room SC205B, Eureka campus] |
| Office hours: | Tuesdays and Thursdays 1-2pm and by appointment |
| Phone number: | Phone number: 707.476.4543 |
| Email address: | Canvas messaging is preferred. tami-matsumoto@redwoods.edu (With email, include "Math15" as part of the email subject line) |

Catalog Description

From Math 15 Course Outline of Record 11.09.18: An introduction to basic concepts of descriptive and inferential statistics, with emphasis on the meaning and use of statistical significance. Students will use probability techniques to make decisions via hypothesis testing and will estimate parameters using confidence intervals. The course includes applications from a variety of technical and social science fields.

NOTE: A TI-83 or TI-84 graphing calculator is required. The MATH-15S support course is strongly recommended to take concurrently for students without previous mathematical experience in courses such as Algebra II or Pathway to Statistics.

Clarification: As stated in that "Note," the Math-15s "support course" is strongly recommended.

Unfortunately, *in summer*, you do not have the option of taking Math-15s; it is not offered in summer. If you would like the benefit and extra help of the "Support" course, then you might consider taking Math-15 **with** Math-15s in fall or spring – instead of taking Math-15 during the summer (without Math-15s).

Course Student Learning Outcomes (*from course outline of record*)

1. Accurately communicate statistical ideas using correct statistical notation, graphs, and vocabulary.
 2. Use descriptive and inferential statistics to better understand real-world problems.
 3. Demonstrate appropriate use of technology in making decisions based upon real-world data.
 4. Read and interpret information that contains statistical analysis and be able to communicate these results.
 5. Judge the validity of research reported in the mass media and peer reviewed journals.
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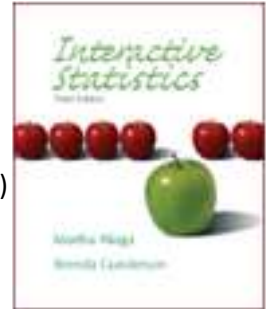
Prerequisites/co-requisites/ recommended preparation

Pre-requisite: Completion of Intermediate Algebra or appropriate placement based on AB 705 mandates.

Required Materials

Textbook

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|-----------------|----------------------------------------------------------------------------------------------|
| Textbook title: | <i>Interactive Statistics</i> , 3 rd Edition |
| Edition: | 3rd edition (original version or “Classic” version) |
| Author: | Aliaga & Gunderson |
| ISBN: | Original version: ISBN-13: 978-0-13-149756-6 “Classic” version ISBN-13: 978-0-13-499546-5 |



Other requirements: [materials, equipment, technology skills]

- **Graphing Calculator:** A TI-83 or TI-84 graphing calculator is required.
 - NOTE: A limited number are available for check-out from the CR Library
- **Bound Notebook with Grid Paper:** Something like Roaring Spring #77475 or Ampad #26-251 (about \$2 - \$6), for example. It should be bound and have graph paper in it. You will use this throughout the course to build yourself a reference book.
- **Computer:** You will need reliable access to a computer (laptop or desktop) to complete the work for this class.
 - **About Portable Devices vs Computers:** You should plan to do the majority of your work (especially completing exams and submitting assignments) from a reasonably recent-model notebook or desktop computer (Mac or PC). **Do NOT plan to participate in this class solely from a portable device.**
- **Camera/Scanner:** A digital camera, scanner, smartphone or other device capable of taking photos that can be converted to PDF format so that you can submit hand-written work.
- **Webcam:** You will need a webcam for proctored exams using Proctorio (see below). Many computers have a built-in webcam; if yours does not, you will need to purchase (or borrow) a webcam. There are inexpensive options available that plug into a USB port
- **Internet Access:** For email (using your “mycr.redwoods.edu” account) and for Canvas, in particular. This class is designed with the expectation that you have reliable access to a computer (laptop or desktop) – see note below about smartphones/tablets. You should have high-speed internet (such as broadband) service from cable, DSL, or a satellite provider because there are videos that require this speed. You will need to have reliable access to the internet for the duration of the course. Remember that there can be unexpected problems with technology, including your computer and/or internet access (and/or power outages) so please plan to allow enough time for submission of assignments. Even when everything is working properly, it can take longer than expected (and longer than it seems like it really *should*) to log in to Canvas, get to the correct page for an assignment, and upload a file, so please don’t wait till the last minute. It is your responsibility to meet class deadlines.
- **Time:** Plan on devoting Lots!! This Math 15 class involves a lot of reading, a lot of thinking, and we will have some data projects, too. To get the most out of Math 15, it is strongly recommended that you arrange your schedule to devote 20 to 30 hours (per week) on this one class. Note: *The book has about 1000 pages!* This class requires at least as much time as you would dedicate to a traditional class. In a face-to-face 4-unit Math 15 course, students spend 72 hours “in class” and are expected to spend twice that (144 hours) outside of class in addition to “classroom time,” for a total of 216 hours. Over 8 weeks, 216 hours averages out to *27 hours per week*. (And we don’t quite have 8 weeks for this class.)

- **Zoom Account:** We will use Zoom for Q&A Sessions, “office hours,” and appointments. To participate in our Zoom sessions, you must sign up for a free account – using your “mycr.redwoods.edu” email address – at <https://cccconfer.zoom.us/>
- **Computer Skills:** Online courses require proficiency with computer skills. You must be able to:
 - navigate the Course Management System (Canvas),
 - receive and respond to Canvas messages and CR email,
 - use a word processor (such as Microsoft Word),
 - take images of written work and convert images to pdf format, and
 - download files from and upload files to Canvas.

While it is ultimately your responsibility to meet the technological demands of the course, the college offers some resources, and it will be imperative for you to ask for help when you need it.

Additional requirements for success in this class

- **Engagement and Participation:** Math 15 is a very difficult course and requires your full attention. We will also incorporate group work and discussion. It is vitally important that all students are not just “present,” but fully engaged and actively participating in the class **at all times**. To be “fully engaged” it is vital that you log in to Canvas regularly to see Announcements and other communication.
 - If you anticipate that you will not be able to check the class in Canvas regularly (*daily, or every-other-day in summer*), then you should not take this class. Or if you anticipate that you will not be able to do groupwork online collegially and collaboratively with your classmates, respecting everyone’s ideas, and treating everyone with kindness and consideration throughout the whole semester, then you should not take this class.
 - Furthermore, if you would rather just read the book, take notes, do homework on your own, check the answers in the back of the book, and repeat, then this class is not a good fit for you.
 - **Perseverance: *This is a very demanding course.*** The nature of the course (the material and time demands) requires that students work through confusion and adversity in order to succeed in this class. It will be daunting at times, so it is crucial that you seek help when you need it – or, preferably, *before* you really need it.
 - **Support System:** Since the course is very demanding and time-consuming, to be successful, students must have support outside of this class. Ideally this would include time and people who can help you study, along with time and people who can help create areas of your life within which you can work and study on your own. Some obstacles students have encountered in online classes have to do with difficulties focusing on coursework – not only do people experience distractions from other aspects of life (work, family responsibilities, and more), but there is also a feeling of isolation, since we do not meet together face-to-face. If your current life situation does not already have a support system built into it, then it is important to create connections with others in our class and at the college.
 - **Good Communication: *Communication is key:*** Since this class is online, it is vitally important that you communicate with me and with each other frequently. In a face-to-face class, students have opportunity to ask casual questions before, during, and after class – but obviously, we won’t be able to do that! There will be many modes of communication via Canvas, and I want you to have a low threshold for asking questions – do not worry about “bothering” me or a tutor – we are all dedicated to your success in this class.
 - **Conscientiousness, *attention to detail*, and skills in reading and writing are critical for success.**
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Class participation policy

Confirm your presence in the online classroom: To confirm that you are actively participating (and to avoid being dropped as a “no show”), post an introduction in the “**Introductions!**” discussion forum in Canvas **no later than 11:59pm on Thursday June 3**. If you do not log in to Canvas and post to the “**Introductions!**” discussion forum by Friday June 4, then you could be dropped from the class.

Continual Class Participation — It is extremely important that you check our class in Canvas regularly to participate and keep up. If a week or more goes by without any participation from you, you might be dropped from the course.

IMPORTANT NOTE: Since this class is taking place amid a pandemic, I understand that many of you may have unexpected and unplanned-for responsibilities (e.g., child care, or additional shifts at work). Under these circumstances, I am willing to be flexible about “regular” participation, as long as you communicate with me so that we can work together to help you succeed.

Please understand, though, that if you fall too far behind, it will be extremely difficult to catch up. (Picture running after a speeding bus!)

Sometimes collaboration via small-group work will be assigned, and you will be expected to collaborate, and also will be responsible for completing your own work. We will also have discussions (using Canvas Discussion Forum), and you are expected to participate both as an active “listener” and as a contributor, each time. Participation in this densely-packed class is essential for your success! I plan to record activity each day and note who are or are not participating. If you have an issue that prevents you from participating for more than 2 days in a row, I would appreciate it if you would advise me of that (I do not need details), and let me know your “recovery plan” so that you don’t lose out on too much information.

Communication Guidelines

To communicate with me

- **Canvas messaging is preferred. Please include a Subject Line that is clear and informative.**
- **Email** is also an option. Please include “**Math 15**” as part of your subject line, along with words that convey the topic of the message clearly.
 - With either method, the more details you can provide, the better the response I can give.
 - Please also know, though, that *these methods are not completely reliable*; if you have not gotten a response the same day (or within 24 hours), please re-send your message using a different method (so if you sent a Canvas message, try email next).
- **Your Canvas “Journal”** will be a place where you and I can communicate privately.
- **Canvas Chat** is sometimes a good option. If you and I are in Canvas at the same time, we can chat back-and-forth quickly and easily using Canvas Chat. Keep in mind that the Chat messages are visible to everyone in the course, whereas Canvas Messages and email messages are more private.
- **Zoom.** We will use Zoom for “office hours,” “office” appointments, and Question-and-Answer sessions. Anyone can “drop in” during Zoom “office hours.” Appointments can be reserved using the Appointment scheduler in the Canvas calendar (or by other prior communication) to meet with me outside of regularly-scheduled office hours.
- **Phone** is also fine, but if you left a voicemail and have not gotten a timely response, please try another method (such as Canvas messaging) because often voicemail messages are difficult to hear clearly (sometimes due to your cell phone and your location when you call).

For me to communicate with you,

- **Canvas Announcements.** To disseminate information to the entire class at once, I will generally post an Announcement in Canvas. Please check Canvas Announcements regularly.
- **Canvas Messages.** I might also send a Canvas “message” to the entire class, with more pressing information. You can select how and where you would like to receive Canvas messages by changing Notification Settings in Canvas (look for “Notifications” under your profile). Canvas messages can be sent to your personal email, if you prefer, for example.
- **Email.** I expect you to have access to email and I expect to be able to contact you easily. The College uses your "mycr.redwoods.edu" email address to communicate with you so it is important that you receive those email messages and check your email inbox regularly. Note that you can set up your redwoods email to autoforward to another email address if you would like. Instructions for autoforwarding are available online.

For you to communicate with each other:

- **Canvas Messages:** You can send a message to any classmate
- **Canvas Chat:** This is really helpful for people when they are working in Canvas at the same time
- **Canvas Discussion Forums**
- **Zoom session.** Any of you can set up a Zoom session and invite others to meet with you.

NOTE: Student privacy rights: legal rights of students prevent information from being disclosed to anyone (including parents/guardians) without the student’s prior written consent.

Course Content Information

Class content

Class Content: The course material is organized into five Learning Units, three chapters each. Each Unit, will have a Unit Exam. Some Unit Exams will be timed and will generally be available for a couple days, with firm deadlines. Some Exams will be “take-home” (untimed).

| Unit | Chapter Titles, pages | tentative exam dates |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1 | Chapter 1: How to Make Decisions with Statistics (pp 1-52, 62-66) Chapter 4: Summarizing Data Graphically (pp 211-284) Chapter 5: Summarizing Data Numerically (pp 299-333, 344-5) | Unit 1 Exam: <i>tentatively June 9-11</i> |
| 2 | Chapter 6: Using Models to Make Decisions (pp 357-397) Chapter 7: Probability (pp 409-439, 454-470, 478-489) Chapter 2: Sampling Designs (pp 83-135) | Unit 2 Exam: <i>tentatively June 17-19</i> |
| 3 | Chapter 8: Sampling Distributions (pp 499-545, 555-7) Chapter 9: Making Decisions About Population Proportions (pp 563-594, 602-7) Chapter 10: Making Decisions About Population Means (pp 613-33, 639-53, 657-8) | Unit 3 Exam: <i>tentatively June 25-27</i> |
| 4 | Chapter 3: Observational Studies & Experiments (pp 145-196) Chapter 11: Comparing Two Treatments (pp 669-727) Chapter 12: Comparing Many Treatments (pp 743-761, 791-3) | Unit 4 Exam: <i>tentatively July 6-7</i> |
| 5 | Chapter 13: Regression Analysis (pp 807-901) Chapter 14: Analysis of Count Data (pp 921-966) Chapter 15: Nonparametric Statistics (pp 977-1002) | Unit 5 Exam: <i>tentatively July 16-18</i> |
| 1-5 | Comprehensive Final Exam on Units 1-5 in Final Week | Final Exam will be due July 22 |

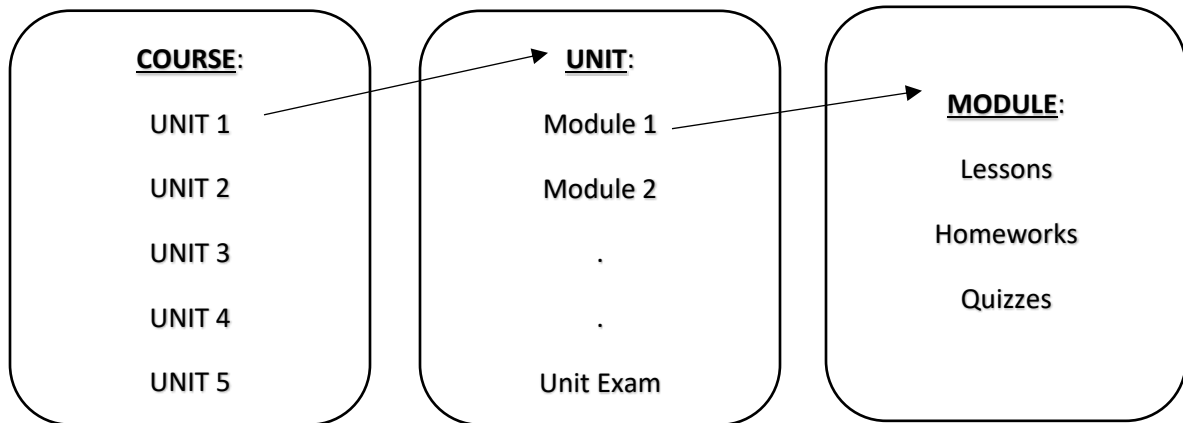
Basic Workflow Plan:

Learning Units:

Each Learning Unit has three chapters from the book, and will end with a Unit Exam. The chapters will be covered in a different order than the way they are presented in the book. Each Unit will be presented in small “chunks” (in Modules) with the goal of making the “chunks” more manageable and less overwhelming. So there will be several Modules to complete each Unit. Canvas does not have a way to group a set of Modules together, unfortunately..

Canvas Modules:

The main organization of the course will make use of Modules in Canvas. Each module will be organized with the expectation that you will start at the beginning, and move on to the “next” item, following along in sequence. Each module should be “completed” before you begin the next module. Modules will generally include **Lessons** that guide you through the textbook, interspersed with “Let’s Do It” activities, and short quizzes. Lessons will be followed by “homework” assignments. Modules will also include separate quizzes (outside of Lessons).



Reference Book:

You will work on your own Statistics Reference Book throughout the course. The goal is for you to have information, in your own words, and with your own examples, organized in such a way as to be useful to you **after this course is over**. It should also help you to get through the class, but **your Reference Book should be made as a gift to your future self**. My hope is that, when statistical matters come up in your other courses, and in your careers, even if you don’t remember everything from this class really clearly, you will have this resource, in a handy place, where you can reach for it, find the information you need – written in your own words – to remind you how things work or what things mean. There will be a couple “checkpoints” where I will want to see how you are doing on this, but the final grading for the Reference Book will be at the end of the semester.

Data Projects:

We will have a few short Data Projects interspersed with our Learning Units. The goal of these is for you to go make use of what we are learning in the book, but with data that you come up with yourself. I hope this will help you get a better understanding of how statistics is used, and by finding your own data, you get to go through more of the process (rather than just using data that is provided in the book).

Evaluation & Grading Policy

Final Course Grade for Math 15

Requirements for "A/A-":

- Assignments*: complete at least 90% of problems in a legible, satisfactory way;
 - Advanced Assignments: have good work done on at least three-fourths of "Advanced" problems.
- Reference Book: Create your own excellent Statistics Reference Book with Title Page, all or most topics covered with a corresponding Table of Contents.
- Exams/Quizzes: at least 85% average
- Data Projects: at least 90% average

Requirements for "B-/B/B+":

- Assignments*: complete at least 80% of problems in a legible, satisfactory way;
 - "Advanced" Assignments: have good work done on at least one-third of "Advanced" problems.
- Reference Book: Create your own good Statistics Reference Book with Title Page, majority of topics covered with a corresponding Table of Contents.
- Exams/Quizzes: at least 75% average
- Data Projects: at least 80% average

Requirements for "C-/C/C+":

- Assignments*: complete at least 70% of problems in a legible, satisfactory way
- Reference Book: Create your own basic Statistics Reference Book.
- Exams/Quizzes: at least 65% average
- Data Projects: at least 70% average

Requirements for "D":

- Assignments*: complete a majority of problems in a legible, satisfactory way
- Reference Book: Create your own Statistics Reference Book.
- Exams/Quizzes: at least 50% average
- Data Projects: at least 60% average

For determination of +/- course grades, the entire class spread will be considered at the end of the term.

* "Assignments" will include problems from the textbook along with other assignments posted in Canvas.

Due Dates:

Each assignment will have a Canvas "due date" associated with it that you can think of as a "target date."

- You should **aim to finish by Canvas's "due dates,"** but, if you have questions when the due date arrives, please get help and then finish up the assignment and turn it in later (with no late penalty).
- Any work that is returned to you for revision will have revised "due dates" (and will not be considered "late").
- Thursday July 22, 2021 is the last day to submit any late work.

Institutional Policies

Accessibility

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

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Admissions deadlines & enrollment policies

Summer 2021 Dates

- *Math 15 begins: 6/01/21*
- *Last day to add this class: 6/10/21*
- *Last day to drop without a W and receive a refund: 6/10/21*
- *Census date: 6/11/21*
- *Last day for student-initiated W (no refund): 7/02/21*
- *Last day for faculty-initiated W (no refund): 7/02/21*
- *Independence Day Holiday (all campuses closed): 7/5/21 (Monday)*
- *Summer Term ends: 7/22/21*

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.

Additional CR information for you to read if you want:

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. This 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 emergencies 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 services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- 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