Course Syllabus

✎ Edit

OCEAN 10 Introduction to Oceanography

ℹ️

Course Information

Semester & Year: Spring 2024

Course ID & Section #: OCEAN-10-V5964 and V5965

Instructor's name: Emily Wright

Day/Time of required meetings: None

Location: Online

Number of proctored exams: None

Course units: 3

✉️

Instructor Contact Information

Office location: HU125A

Office hours: In-person Thursdays 1:10pm to 2:10pm in HU125 or online by appointment (see **Office Hours Information (https://redwoods.instructure.com/courses/17715/pages/office-hours-information)**)

Email address: **Emily-Wright@redwoods.edu (mailto:Emily-Wright@redwoods.edu)**

Preferred Contact method: Canvas message

📖

Catalog Description

An introduction to the Earth's ocean including marine environments, geology, plate tectonics, fundamental chemical and physical properties of seawater, atmospheric-oceanic relationships, oceanic circulation, coastal environments and biological productivity.

Course Student Learning Outcomes

1. Use the formal methodology of the scientific method as an inquiry-based tool to critically evaluate oceanic phenomena.
2. Describe how energy is transferred between different elements of the Earth's geologic, oceanic, atmospheric and biological systems.
3. Apply oceanographic principles to describe how coastal materials and landscapes change over time.
4. Apply concepts of physics and chemistry to quantitatively explain variations in the characteristics of the oceanic environment.

Prerequisites / Co-requisites / Recommended Preparation

There are no prerequisites or co-requisites for OCEAN 10. For students who do not need a lab class to meet their requirement and/interest, OCEAN 10 may be taken without OCEAN 10L (the lab). However, OCEAN 10L cannot be taken without OCEAN 10, therefore if you intend to take the lab, you should take the two together. If you are currently registered in OCEAN 10 and OCEAN 10L and wish to drop or withdraw from OCEAN 10L, you may need to contact me for instructor override, do to the way that these courses are set up in WebAdvisor. You may not, however, drop OCEAN 10 without also dropping OCEAN 10L.

In short: you can take the lecture without the lab, but you can't take the lab without the lecture.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases

- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the **LIGHT Center** ⤷ **(https://www.redwoods.edu/dsps/DSPS-Home/LIGHT-Center)** , counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants and service animals, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact **Disability Services and Programs for Students (DSPS)** ⤷ **(https://www.redwoods.edu/dsps/)** . If you are unsure whether you qualify, please contact DSPS for a consultation: **dsps@redwoods.edu. (mailto:dsps@redwoods.edu)**

Eureka: 707-476-4280, Student Services Building, first floor
Del Norte: 707-465-2324, Main Building, near the library
Klamath-Trinity: 707-476-4280

Student Support Services

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.

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

- **CR-Online (https://www.redwoods.edu/online)** (Comprehensive information for online students)
- **Library Articles & Databases (https://redwoods.libguides.com/az.php)**
- **Canvas help and tutorials (https://webapps.redwoods.edu/tutorial/)**
- **Online Student Handbook (https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf)**
- **Online Tutoring ResourcesLinks to an external site. (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fredwoods.libguides.com%2FTutoring%2FOnline&data=05%7C01%7CAmber Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683e**

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

▾ ▴

Community College Student Health and Wellness ▴

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit **TimelyCARE** 🔗 **(https://www.timelycare.com/redwoods)** .

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.
Contact info
Text: 707-496-2856
Email: **shawnabmft@gmail.com (mailto:shawnabmft@gmail.com)**
Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

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 **Wellness Central** 🔗 **(https://cvc.edu/wellness/)** .

Counseling ▴

Counseling & Advising 🔗 **(https://www.redwoods.edu/counseling/)** can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center ▴

The Basic Needs Center �_____ **(https://www.redwoods.edu/student-services/Home/Basic-Needs)** provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can also **submit a request for services and information** �_____ **(https://cm.maxient.com/reportingform.php? Redwoods&layout_id=7)** online.

Contact info
Phone: 707-476-4153
Email: the-grove@redwoods.edu

Learning Resource Center ▲

Learning Resource Center includes the following resources for students:

- **Library Services (https://www.redwoods.edu/library)** to promote information literacy and provide organized information resources.
- **Multicultural & Diversity Center (https://www.redwoods.edu/student-services/Home/Multicultural-and-Diversity-Center)**
- **Academic Support Center (https://nam12.safelinks.protection.outlook.com/? url=https%3A%2F%2Fwww.redwoods.edu%2Fasc%2F&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795** – offers tutoring and test proctoring for CR students.
- **Student Tech Help (https://nam12.safelinks.protection.outlook.com/? url=https%3A%2F%2Fwww.redwoods.edu%2Fsts&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795** – provides students with assistance around a variety of tech problems.

Extended Opportunity Programs & Services (EOPS) ▲

Extended Opportunity Programs & Services (EOPS) �_____ **(https://www.redwoods.edu/student-services/Home/EOPS)** provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program ▲

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 (https://www.redwoods.edu/trio/eureka)** or in **Del Norte (https://www.redwoods.edu/delnorte/TRiO)** .

Veterans Resource Center ▲

The **Veteran's Resource Center (https://www.redwoods.edu/student-services/Home/Vets)** 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.

CalWORKS ▲

CalWORKs ⤷ **(https://www.redwoods.edu/calworks)** – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

✓
Evaluation & Grading Policy

This course does *not* use a traditional points and percentage scheme. The final grade is determined by a the final grade rubric. The nine rows of the rubric represent each of the letter grades in the CR grade scheme (A, A-, B+, etc.). The columns represent the three categories of grade requirements. To achieve a specific letter grade, a student must meet *all* of the requirements listed along the row for that grade. In other words, there is no averaging between categories.

Grade	Exams	Writing Portfolio	XP (Experience Points)
A	10 total crowns	Two major papers and two learning reflections	At least 400
A-	9 total crowns	One major paper and two learning reflections	At least 400
B+	8 total crowns	One major paper and two learning reflections	At least 400
B	7 total crowns	One major paper and two learning reflections	At least 400
B-	6 total crowns	Two learning reflections	At least 400
C+	5 total crowns	Two learning reflections	At least 400
C	4 total crowns	Two learning reflections	At least 400
D	3 total crowns	One learning reflection	At least 400
F	Less than 3 crowns	No writing portfolio assignments meet expectations	Less than 400 points

The final grade rubric

Exams

There are four exams given online. Exam performance is tracked through "crowns". There are three crowns available on each exam, totaling 12 possible crowns for the semester. Each exam is broken into three separate "levels". Passing a level requires answering all but one question correct (10 of 11). Each level passed earns one crown. Each student has an unlimited number of attempts at each level. Two attempts at each level are "free" (unlocked automatically); after the second attempt, you must demonstrate additional study practice to unlock further attempts. Exams never close (until the whole course closes at the end of the semester), so you may continue to re-attempt any exam at any time during the semester.

Exams are open note, open book (but closed AI and closed peer consultation) and there is no time limit. Exams are also cumulative, meaning that each exam includes material from all units

covered prior, not just the material covered since the last exam.

Writing Portfolio

The writing portfolio includes learning reflections and major papers. There is one learning reflection available after each unit (13 total), but only two are required for the writing portfolio. Once you have met expectations on two learning reflections, you may continue to complete them for learning purposes if you find this helpful, but further learning reflections will not improve your placement on the final grade rubric. Two meets-expectations learning reflections are prerequisite before you start work on the major papers.

For some grade placements, one or two major papers are required. There are three major paper assignments available, but you are not expected to complete all three. Which two are right for you will depend on whether you are also enrolled in the lab.

- Non-lab students complete Science Blog 1, then Science Blog 2 (Science Blog 1 is a prerequisite for Science Blog 2)
- Lab students complete Science Blog 1 and the Field Project Report

Grades B, B+ and A- require only one major paper. The recommendations for students completing just one major paper are:

- Non-lab students complete Science Blog 1
- Lab students complete the Field Project Report (counts towards your OCEAN 10L grade also)

Experience points (XP)

Experience Points, or "XP", are designed to incentivize your engagement with the course. Almost anything that Canvas calls "points" count towards your total XP. You'll earn XP rewards for completing non-assessment activities (as in, assignments, discussions, etc. that don't count toward the exams or writing portfolio categories), but you'll also get an XP bonus for doing well on assessments (exams and writing portfolio assignments).

To pass the class, you must earn 400 Experience Points (XP). You will likely find this to be the easiest of the grade requirements to complete. A majority of students complete this requirement within approximately the first two thirds of the semester. In essence, the only way to not earn 400 XP is to stop participating in this class entirely.

Initially, many students struggle to internalize the difference between "points" in a traditionally graded class, and "XP" in this class. While they are earned in a similar manner, they are not same. In a "points" system, you are typically expected to complete all of the available points, whereas in this XP system, there are many more XP available than you are expected to complete. Thus, "missing" non-assessment assignments and low or 0 point scores are not

necessarily indicators of poor performance in the same way that they are in traditionally graded classes.

⌛

Late Work Policy

The policies of this class are very flexible with regard to late work. Exams may be attempted or re-attempted at any time in the semester and writing portfolio assignments are accepted at any time in the semester, provided that you've submitted a first full draft of that assignment by the first draft deadline.

First draft deadline

The first draft deadline is typically three weeks before the end of the semester (see the schedule below). Any learning reflection or paper intended to count towards your writing portfolio must have a complete first draft submitted prior to this date. The purpose of this deadline is to ensure that there is adequate time for the necessary feedback cycle.

The first draft deadline is non-negotiable except in extreme circumstances (such as those that might result in an "incomplete" grade. This non-negotiable deadline occurs well after the recommended due date for all first drafts.

XP penalty for late work

To incentivize timely participation, XP earned for most assignments decay at a rate of 1% per day after the due date. If you have extenuating circumstances arise and you've found that this policy is interfering with your success in this class, please contact me. I am very willing to work with students to establish a new plan to get you back on track. In most cases, it is easiest for me to simply remove the late penalty after you have submitted the work.

Due dates occur twice per week on Wednesday and Sunday, except for the final due date of the semester, which is on a Friday. I recommend working on this class at least twice per week.

🏛

Participation and Attendance Policy

Your participation will be tracked through the completion of assignments such as lessons and discussions. School policy allows me to initiate a withdrawal for a student who has "excessive absences" prior to the Last day for faculty-initiated W deadline (see the Dates liste below). For this online course "excessive absences" is be defined as missing one week or more with no

assignments or submissions and no communication with the instructor. I will typically reach out to you prior to dropping you from the course. It is your responsibility to participate in this course on a regular basis. If you intend to withdraw from the class, it is also your responsibility to do so through Web Advisor before the deadline. Do not assume that I will initiate the drop.

Spring 2024 Dates

Date	To Remember
January 12	Last day to register for classes
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 25	Last day to participate to avoid instructor drop (policy for this class only)
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 21	**First draft deadline (policy for this class only)**
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

Important dates

Academic Integrity

College Policy

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** ⬀ **(https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)**) 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** ⬀ **(https://www.redwoods.edu/catalog)** and on the **College of the Redwoods website** ⬀ **(https://www.redwoods.edu/)** .

Instructor Policy

I consider academic dishonesty to include:

- cheating on exams
- copying or plagiarizing the work of others on writing portfolio assignments
- aiding any other student in these activities
- answering untruthfully when asked about your knowledge of cheating among your peers

The is a high degree of flexibility in assessments in this class (Exams are un-proctored with no time limit). This degree of flexibility only works in an environment where students value academic honesty and integrity, both for themselves and for their peers.

In (rare) cases of suspected dishonesty, I believe in education before punishment. This would likely begin with a conversation clarifying what is cheating, and attempting to understand the motivations. I would hope to convince the student that seeking feedback and re-attempting the assessment are better strategies for success. I would only employ the full extent of the college policy described above in such cases where the dishonesty was severe, intentional and repeated. In most cases, I would simply not count the dishonest work towards the final grade, but still allow honestly completed re-attempts.

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. Sometimes, using these tools appropriately

can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, it is sometimes appropriate and sometimes inappropriate to use generative AI in the completion of assignments or in discussion posts. **For this class, AI is generally not allowed on assessments (exams and writing portfolio),** as these are an opportunity for you to showcase your ability to explain scientific concepts in **your own words** or to demonstrate your ability to problem solve (not demonstrate the AI's ability - I've tested ChatGPT and I already know it's science problem solving skills are rather lacking). If you think that there is an appropriate use of AI in this class, I'm open to considering your ideas, as long as you and I are having an honest conversation about how you're using the AI.

⚠️ 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** **(https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)**) 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** **(https://www.redwoods.edu/catalog)** and on the **College of the Redwoods website** **(https://www.redwoods.edu/)** .

💬 Respectful Engagement in this Online Course

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. There may be times in this class where you may wish to express disagreement with another student's opinion. You might also be asked to provide constructive criticism or correct another student's misconception. A learning environment is one in which everyone feels comfortable expressing criticism or disagreement. To achieve this, we must each strive to criticize without insulting, and equally, to

receive criticism without becoming insulted. It is important to engage in discussion in a manner that is respectful and inclusive. We all are responsible for ensuring that disagreement remains respectful by not letting challenges to ideas become attacks on personal identity.

Diversity, Equity and Inclusion

College Policy

CR encourages anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the following CR resources: **Unlawful Discrimination Complaint Form** ⤷ **(https://www.redwoods.edu/Portals/0/_Students/unlawful-discrimination-form-2020.03.24.pdf)** ; **Non-Academic Complaint** ⤷ **(https://www.redwoods.edu/Students/Student-Complaint-Process#NAC)** ; **Title IX** ⤷ **(https://www.redwoods.edu/student-services/Home/Title-IX)** ; **Grade Change** ⤷ **(https://www.redwoods.edu/Students/Student-Complaint-Process#GCC)**

Instructor Statement of Commitment

I am committed to the continual critical evaluation of my instructional practices for their capacity to perpetuate the inequities that exist in our society. I endeavor to implement practices, such as alternative grading, which encourage learning and success for all students regardless of prior educational background. I strive to create an environment where every student feels welcome, and any student can feel encouraged to continue in geoscience beyond this introductory class.

Canvas

Canvas Information

Log into Canvas at **My CR Portal** ⤷ **(http://www.redwoods.edu/sso)**
For help logging in to Canvas, visit **My CR Portal.** ⤷ **(http://www.redwoods.edu/sso)**
For help with Canvas once you're logged in, click on the Help icon on the left menu.
For tech help, email **its@redwoods.edu (mailto:its@redwoods.edu)** or call 707-476-4160

Canvas online orientation workshop: **Canvas Student Orientation Course (instructure.com) (https://redwoods.instructure.com/courses/6781)**

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** ⤷ **(https://www.redwoods.edu/admissions/Forms)** 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** ⤷ **(https://www.redwoods.edu/Portals/28/A.R.Forms.Docs/Miscellaneous/Student%20Information%20Update** .

🚑

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 (mailto:security@redwoods.edu)** if you have any questions. For more information see the **Redwoods Public Safety Page** ⤷ **(https://www.redwoods.edu/publicsafety)** .

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.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

[▼] [▲]

Del Norte Campus Emergency Procedures ▲

Please review the **Crescent City campus emergency map** ⬚
(https://www.redwoods.edu/Portals/70/pdfs/DN%20CampusSafetyMap_010819-2.pdf) 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 ⬚ **(https://www.redwoods.edu/publicsafety)** .

Eureka Campus Emergency Procedures   ▲

Please review the **campus emergency map** ⬚
(https://internal.redwoods.edu/Portals/180/Maps%20and%20Phone%20Lists/EurekaMaps_Emergenc
ver=2020-02-18-112433-920&timestamp=1628553718609) 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 **CR Police Department Public Safety** ⬚
(https://www.redwoods.edu/publicsafety) 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, KlamathTrinity 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.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the
   Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly
   behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command. Student Support
   Services (required for online classes)