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Basic Course Information

Semester:	Fall 2020	Instructor Name:	Liisa Mendoza
Course Title & #:	AMSL 204 - American Sign Language 5	Email:	liisa.mendoza@imperial.edu
CRN #:	10447	Webpage (optional):	N/A
Classroom:	N/A - Zoom classroom	Office #:	N/A - online only this semester
Class Dates:	8/24/20 - 12/12/20	Office Hours:	MW 8:00 - 9:30 AM via Zoom TR 9:30 - 10:00 AM via email
Class Days:	TR	Office Phone #:	N/A
Class Times:	8:00 - 9:30 am	Emergency Contact:	Email directly
Units:	3.0		

Course Description

AMSL 204 continues, at the intermediate level, the development of the American Sign Language proficiency students acquired in AMSL 202. Students continue to expand their awareness of ASL conventions, grammar, and vocabulary, including a continued review of topical signs and idioms. Students develop a greater competency in their receptive understanding of extended ASL discourse and in their expression of extended ideas, concepts and stories in ASL. Their expressive competency in discussion of ideas includes an expression of their understanding of Deaf Culture. Students continue the growth of their technical awareness of Deaf culture and ASL linguistics. (CSU)(UC)

Course Prerequisite(s) and/or Corequisite(s)

Recommended preparation: AMSL 202

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Narrate personal stories following ASL narrative structure. [ILO1, ILO2]
2. Display understanding of basic ASL fictional storytelling techniques. [ILO1,ILO2]
3. Identify new ASL vocabulary and idioms for a variety of everyday topics. [ILO1, ILO2, ILO5]

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Increase their ASL expressive and receptive linguistic ability over approximately twelve topical areas.
2. Demonstrate ASL receptive and expressive competency-including appropriate use of ASL signs, grammar, usage, idioms, conventions, and expressions-through the use of topics spontaneously selected by the instructor, prepared solo presentations, and prepared group presentations.
3. Be able to discuss, in ASL, the content and significance of assigned readings and videos.
4. Demonstrate the ability to express special factual information in ASL, including correct structures for whole-part discussions, listing, comparisons, and unique facts.
5. Demonstrate the ability to use ASL to express given scenarios, relating to bicycles, horses, and vehicles.
6. Prepare and present a personal narrative related to an incident involving a vehicle, using correct ASL narrative structure, role shift and classifiers.
7. Analyze a video selection, identifying the specific ASL linguistic features represented in the video.
8. Attend and interact at events where ASL is the sole method of communication. Produce papers analyzing the experiences and comparing and contrasting their experiences with previous interactions.
9. Prepare an advanced presentation following the ASL structure needed, for an assigned topic.
10. View and analyze a video source for the 5 elements involved in an ASL fictional narrative. Discuss and describe how the source fulfills all 5 elements.
11. Produce a 7 minute minimum capstone presentation, using ASL fictional narrative elements and techniques. Demonstrate advanced use of: role shifting for multiple characters, ASL vocabulary, ASL syntax, multiple classifiers, spatial structures and narrative structure.
12. View multiple videos from the text, analyzing idioms, facial grammar, and other ASL elements of the videos.

Textbooks & Other Resources or Links

Required texts: Signing Naturally, Level 3 (workbook AND DVD). Mikos, Smith & Lentz. ISBN 978-1-58121-135-1.

Recommended text: The American Sign Language Handshape Dictionary. Tennant, R. and M. Brown. ISBN 978-1-56368-444-9.

Course Requirements and Instructional Methods

Teaching Strategy:

The instructor will generally be teaching with a voice off approach. **Please turn off your voice and begin signing when you enter the classroom.** This will increase your receptive and expressive comprehension. You will be participating in a variety of class exercises designed to increase both your receptive and expressive skills. Please arrive to class on time, ready to start signing. We will be introducing new vocabulary weekly, and then applying it through a variety of exercises. **You MUST practice outside of class.** We will also be learning new grammatical structures weekly as we go through the chapters of the book. You will be asked to prepare some ASL assignments outside of class; you will be given clear instructions to follow to produce successful assignments. You may have to sign individually to your instructor, or in small groups, or in front of the class. We will have presentations this semester, as well as signing labs, small group work, and larger group work. You will be asked to do video homework based on the DVD with your text. This will require a time commitment, so please read the statement below.

The instructor will communicate important information and content via Canvas, IVC's electronic course management system. Please make sure that you access Canvas regularly. Your grades will be posted on Canvas on a regular basis; you will generally be able to calculate your grade at any time during the semester.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle

- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind

-No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Grading will be based on a standard distribution (see below). You are allowed to submit one late homework for full credit. If you are ill, you will make up any in class presentations the day you return to class. If written homework is due the day you are absent, you can submit it via email directly to the instructor. No other late homework will be accepted. It is generally best to submit any emails directly to the instructor’s IVC email, as Canvas does not alert the instructor that assignments have been submitted.

Grading will be based on a standard distribution (i.e., 90-100% = A, 80-89.9% = B). There will be 1,000 points possible during the course. Extra credit will be given by submission of a third Deaf event report.

Labs	200 (available via Zoom attendance: includes participation, following class rules. Make ups to be determined on an individual basis)
Homework	250 (includes written homework from text, presentation prep work, video feedback)
Quizzes	250 (includes group quizzes and 1:1s)
Presentations	100 (3 presentations: 2 @25, 1 @ 50)
Deaf Event Reports	100 (4 events @ 25 each, credit given by response paper)
Meeting goals	100 (Meeting SLOs, meeting individual goals)
TOTAL	1,000

Anticipated Class Schedule/Calendar		
DATE	IN CLASS	HOMEWORK
8/25 (T)	Syllabus, welcome back Individual goals SN 19 orientation Video feedback discussed	Read syllabus, note questions Video feedback #1 Read SN pp 41-51

Anticipated Class Schedule/Calendar		
8/27 (R)	SN 19: Ex 1 (Whole-Part) introduced Lab – SN 19:Ex 1	Practice SN 19: Exercise 1 Practice SN 19: Exercise 2
9/1 (T)	Quiz #1 (SN 19: Exercise 1) SN 19: Ex 2 (Listing) introduced Lab – SN 19: Exercise #2 Video Feedback #1 due and discussed SN 19: Exercises 3 and 4 introduced	Read SN pp 73-82 Practice SN 19: Exercise 2 Read SN 19: Exercise 3 Fill out SN 19: Exercise #3 Read SN 19: Exercise 4
9/3 (R)	Quiz #2 (SN 19: Exercise 2) SN 19: Ex 3 (Comparisons) SN 19: Ex 4 (Illustrate A Fact) Lab: Exercises 3 & 4	Practice SN 19: Exercise 3 Practice SN 19: Exercise 4 Read pp 84-93
9/8 (T)	Quiz #3 (SN 19: Exercises 3 & 4) SN 21: Exercise 1 (Horse Incidents) introduced Lab – SN 21: Exercise 1 Horse movement exercises	Practice SN 21: Exercise 1 Pick presentation topic Read pp 105-116
9/10 (R)	SN 21: Exercise 2 (Bicycle Incidents) Lab – SN 21: Exercises 1 & 2 Presentation #1 guidelines Videos: Missy's Bicycle Incident, Nikki's Dirt Bike	Practice SN 21: Exercise 1 Practice SN 21: Exercise 2 Pick presentation topic
9/15 (T)	Quiz #4 (SN 21: Exercises 1 & 2) Presentation topic due Outline for Presentation #1 discussed Lab – SN 21: Exercises 1 & 2	Outline Presentation #1 Practice Presentation #1 Video homework: pp 95-104 Practice Presentation: Ex 1 & 2 Video feedback #2
9/17 (R)	SN 21: Car Incidents Video: Byron's Motorcycle Incident Lab: Movement Agreement with autos Presentation #1 outline due	Develop Presentation #1 Practice SN 21 Exercises 1 & 2
9/22 (T)	Presentation #1 development Lab: One on one prep	
9/24 (R)	1:1 with Liisa (Presentation #1 practice, SN 19 SN 21: Ex 1 & 2)	
9/29 (T)	1:1 with Liisa (Presentation #1 practice, SN 21: Ex 1 & 2) Video feedback 2 due Video homework pp 95-104 due	Improve presentation Video feedback 3
10/1 (R)	PRESENTATION #1 Video feedback 3 due	Watch video pp 123-136
10/6 (T)	Vocabulary SN 22 pp 123-236	Practice SN 22 vocab Video homework pp 118-122

Anticipated Class Schedule/Calendar		
10/8 (R)	Quiz #5 (SN 22 vocab - receptive) Video homework pp 118-122 due & discussed SN 24: Introduction and orientation Presentation #2 guidelines	Read pp 188-193 Practice SN 22 vocab Video homework TBA
10/13 (T)	Quiz #5 (SN 22 vocab – expressive) Topic selection for Presentation #2 SN 24: Exercise 1 (Learning the Parts)	Note vocab questions for Presentation #2 Outline Presentation #2
10/15 (R)	SN 24: Exercise 1 SN 24: Exercise 2 (Explaining the Normal Process) Video homework due Vocabulary for presentations	Draft presentation prepared Pp 184-187 Prepare presentation #2
10/20 (T)	Exercise 1 and 2 practiced More vocabulary and classifiers	Practice diabetes draft presentation
10/22 (R)	Quiz #6 (Diabetes draft presentation) SN 24: Exercise 3 Practice Presentation #2	Practice Presentation #2 Video homework pp 181-183 Pick story/fable/myth
10/27 (T)	Practice Presentation #2 SN 25: Key Elements of An ASL Story	Practice Presentation #2
10/29 (R)	PRESENTATION #2 Video homework pp 181-183 due Story/fable/myth selection due Video: The Frog Prince	Read pp 195-197, 209-220 Prepare story summary (p 209)
11/3 (T)	Quiz #7 (Elements of an ASL Story) Story card discussed Character Placement Video: The Frog Prince, The Bridge of Magpies	Prepare story card (p 197)
11/5 (R)	Story card due, story summary ready Movement of Characters & Objects Video: The Bridge of Magpies Identifying scenes	Character map Begin practicing movement of characters & objects in your pres. Identify scenes pp 201-203
11/10 (T)	Character map due Scene identification due Maintaining Continuity Practice Presentation #3: placement and movement of characters, maps Video: The Magic Mirror of Rabbi Adam	Prepare Presentation #3 Videotape Presentation #3 Work on maintaining continuity in presentation
11/12 (R)	Translation of passage and concept Video: The Merchant's Daughter & The Slanderer Special features	Work on translation of concept Work on special feature in Presentation #3

Anticipated Class Schedule/Calendar		
11/17 (T)	Video #1 due (Presentation #3) Quiz: Elements of A Story (video quiz) Practice Presentation #3 Video review	Work on improving Presentation #3
11/19 (R)	Presentation #3 practice and feedback	
11/24, 11/26	NO CLASS – THANKSGIVING HOLIDAY	Video #2 Improve presentation
12/1 (T)	Video #2 due Presentation #3 practice	
12/3 (R)	DEAF EVENT REPORTS DUE PRESENTATION #3 QUIZ	Improve presentation Practice Presentation #3
12/8, 12/10	FINAL: PRESENTATION #3	

*****Tentative, subject to change without prior notice*****

Attendance

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters

- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

My classroom rules remain the same, regardless of online or on ground:

1 – No cell phones, unless I say to use them or you are using them to screen shot the notes. (And then you still need to write the notes down, or you'll never remember the info.)

2 – If you have a question, ask the instructor, not your classmates. Of course you will have an opportunity to discuss things with your classmates in the Zoom classroom, and you may clarify things with each other. But if you have a significant question, you should probably ask the person who is going to give you the grade, not your classmate.

3 – **NO CHEATING!!!!!!!!!! There is not a strong enough English word to tell you how I feel about cheating.** It is far better to leave an answer blank or to tell me a joke or draw me a picture when you don't know the answer. This is even more important during this time of online learning. I do not want to have to have you record yourself taking exams, or to administer them live to monitor all of you. Please do not make me. Your honor is something that no one can take from you. Don't give it away. **Please see the section on Academic Honesty below.**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

How do I act differently if I have an on-ground class during COVID?

1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH

- a. Even if your symptoms are mild, stay home.
- b. Email your instructor to explain why you are missing class.
- c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
- d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.

- e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and

preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Services for Students

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College’s Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **[Learning Services](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library’s page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **[Career Services Center](#).** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **[Child Development Center](#).** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#).** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at

<https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.