

ENSTU 384S: Social & Ecological Justice Service Learning

Mondays and Wednesdays, 2-3:50 p.m., 5 units, Chapman Science Center, Room E105

Course Overview

Welcome to ENSTU 384S! ENSTU 384S will focus on the interweaving of social and ecological justice by examining a variety of frameworks for understanding intersectional environmentalism, principles of environmental justice, types of justice (including distributive, procedural, intergenerational, transboundary, and representational), and our individual and collective rights and responsibilities in working towards justice. The course will explore approaches historically and currently that seek to realize rights for social and ecological justice. The course will specifically apply these approaches through course readings and discussions, through service learning projects with community partners, and through an action project and COIL (Collaborative Online International Learning) partnership with the University of Tasmania. As a Service Learning course, thirty hours of direct service with area non-profit social service, educational or environmental protection organizations will help inform your evolving perspectives.

Instructor Access & Office Hours

Instructor	Dr. Tori Derr
Office Hours	Wednesdays, 12:30-1:30 p.m. in Chapman S307 Or as arranged by Zoom, in the garden, at Chapman, or CSUMB cafes
Communication	CSUMB establishes email as the official mode of communication. Please use email for all communications. I will do my best to respond within 24-48 hours. I use Canvas for whole-class announcements but not for individual communications.
Email	vderr@csumb.edu
Office Phone	831.582.4697

How to refer to me? You may refer to me as Tori, Professor Tori, or Professor Derr, whichever feels most comfortable to you. My pronouns are she/her/hers. My last name is pronounced like DURR, rhymes with otter FUR.

Office hours are times I set aside for you, the students. However, scheduled office hours often conflict with student schedules, so you may also schedule an in-person or zoom meeting that fits both of our schedules at any time in the semester. Office hours are times you can meet with me to discuss the material being covered in class, questions or concerns you might have, and other related issues. Feel free to attend office hours even if you don't have any questions but just want to explore topics of interest, talk about your professional or curricular path, or get to know each other outside of class. I appreciate but do not require a notification (via email or telling me in person) that you plan to attend office hours on any particular day. This way, if multiple people have needs that will extend beyond the hour, I can work with students to plan for that.

Course Description

Course Catalog Description

ENSTU 384S uses an integrated social and ecological justice framework for developing an understanding of self and social awareness, service and social responsibility, and action for systemic change; deepens and critically applies learning through placements and activities with local community organizations. Pre-requisites: GE Areas A1, A2, and A3 with a C- or better. CSUMB University Requirement met: UDSL Upper Division Service-Learning.

Service Learning Meta-Question

What ideas and actions promote environmental justice, and what personal and professional responsibilities do I and others have to act for environmental justice?

This class will help you develop your unique answer to this question.

Course Learning Outcomes

Self and Social Awareness

- Examine the diverse dimensions of social, cultural and professional identities, and the relationship of these identities to systems of power, privilege and oppression.

Service and Social Responsibility

- Analyze how the field/profession has perpetuated inequity/injustice and/or contributed to equity/justice at the individual, group and societal levels.
- Engage in responsive, reciprocal service that is informed by knowledge of the multicultural histories, demographics, sociocultural dynamics and assets of a specific community.

Action for Systemic Change

- Develop and implement personal and professional strategies, policies and/or practices that work towards creating greater equity and social justice in our communities, workplaces and institutions.

Environmental Justice

- Describe root causes of environmental injustices
- Identify historical and current frameworks, approaches, and tools for achieving environmental justice

Course Materials

Required Texts:

- Michael Mascarenhas (Editor) (2020), *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More*, ISBN: 978-1544321950 (Paperback). Available FREE and ONLINE through the CSUMB library system, ebook; individual pdfs of assigned chapters on Canvas; or through purchase of a hard copy from the campus bookstore or your preferred seller.

- Leah Thomas (2022), *The Intersectional Environmentalist: How to Dismantle Systems of Oppression to Protect People + Planet*. ISBN-13: 978-0316279291 Voracious Press, Little, Brown & Company. Available from campus bookstore or your preferred seller.

Electronic Devices:

Many days it will be helpful if you have access to a laptop, tablet, or (less preferably) a phone for in class activities. If this is a challenge for any of you, please let me know so that we can make accommodations to support your participation.

Course Assignments

Participation: Attendance/In-Class Activities (10% of final grade)

This course will be focused on your active participation in learning as we collectively explore a met-question that asks you to think about your own and societies roles (both historically and in the future) for achieving social and environmental justice. Attendance/participation for this course will be comprised of in-class activities that will be graded as credit/no-credit. If you need to be absent, you may submit a similar reflection for credit on that day, for up to three courses. If you need to be absent more than 3 times in the semester, you are likely over-extended, and we can talk about strategies for your academic success.

Reading-Based Assignments (26% of final grade)

For all *Lessons in Environmental Justice* chapter readings, students will respond to the assigned end-of-chapter reflections. Some of these will also be integrated into in-class activities.

For *Intersectional Environmentalist* readings, students will integrate reflections into service learning journal entries and their Theory of Environmental Justice final assignments. Period reflections will integrate learning from assigned readings, class discussions, and your service learning and personal life experiences.

These assignments are graded as complete, partially complete, or not completed.

SL Placement and Evaluation (25% of final grade)

Students will identify and be placed with a local service learning partner and with a group partner. Through these placements, students will work a minimum of **30 hours** in the semester. Students will be evaluated on their individual placement through their own reflection journals, which correspond to reading prompts, as well as their service learning placement evaluation. Mid-term self and partner evaluations will be provided.

COIL Partnership (12% of final grade)

The final action project this semester will run in parallel with an Architecture Theory: Contemporary Contexts course at the University of Tasmania. This partnership will support a more global perspective how representational justice can be achieved through a variety of disciplinary contexts, and how we can all better integrate Indigenous perspectives into our professional practices in contemporary contexts associated with the Land. Specifically, students will engage with other university students in Tasmania through i) an emplacement reflection in which you introduce two of your favorite places, why they are important, and how they reflect ideas of social and/or environmental justice, and ii) A whole-class discussion and sharing related to the question

of “what does it mean to remember? Why, and how?”. UTas students will share precedent research assignments about memorials and how they represent history. In class, we will examine these precedents and explore how they connect to our course content and share that back with the UTas students, and then we will go on an exploratory walking tour of how history is told and represented. We will share reflective videos back with the UTas students.

Theory of Environmental Justice (27% of Final Grade)

At the end of the semester, you will develop your own Theory of Environmental Justice (TEJ) with your classmates, either individually, with a partner, or with a small group. Your TEJ will consist of your persona response to the ENSTU 384S meta-questions: *What ideas and actions promote environmental justice? What personal and professional responsibilities do I and others have to act for environmental justice?*

To achieve this, you will:

- Articulate and present a clear response to the course meta-question
- Choose one type of action in particular that aligns with course content, from course materials, readings, or the *Intersectional Environmentalist* toolkit, that you further research and present specific strategies.
- Identify one person or organization that inspires or serves to further elaborate your response to the course meta-question and the type of actions that are central to your theory.

This assignment will be developed and presented through:

- A presentation to your class peers
- Substantive peer feedback for other class presentations
- A final paper that elaborates your personal narrative of TEJ in more detail.

Extra Credit: I offer extra credit to all students if a minimum of 80% of students complete their course evaluations. Other extra credit opportunities may be offered that align with course content, as they emerge in the semester.

Course Grading

Course Participation	10%
<ul style="list-style-type: none">• In-Class activities/assignments graded as credit/no credit• Up to three make-ups for absences. After three, please communicate with instructor about your workload.	
Reading-Based Assignments	26%
<ul style="list-style-type: none">• Readings from Lessons in EJ, 10, 2% each (20%), drop lowest score• Integrative Narratives, including <i>Intersectional Environmentalist readings</i>, 3 @ 2% each (6%)	
Service Learning Placement & Evaluation	25%
<ul style="list-style-type: none">• Service Learning Evaluation<ul style="list-style-type: none">○ Community Partner and Self-Evaluations, 20%○ Reflection & Written Thank You, 5%	

COIL Project 7%

- Reading, 1%
- COIL Introductions, 2%
- Field Trip and Video/Reflection, 4%

Theory of EJ Assignments 32%

- Presentation, 10%
- Peer Feedback, 2%
- Final Narrative, 20%

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	95-100%	B-	80-83.99%	D+	67-69.99%
A-	90-94.99%	C+	77-79.99%	D	64-66.99%
B+	87-89.99%	C	74-76.99%	D-	60-63.99%
B	84-86.99%	D	64-66.99%	F	59.99% or lower

Late Work and Absence

Late Work: I carefully select your assignments and expect that you complete all assigned work for this class. The majority of assignments for this course are *formative*, meaning they are designed to support learning and discussion within the context of a particular period of the course, and to address specific guiding questions. Because of this, assignments may be submitted up to one week late, so that they are completed during the time period that the course context is being addressed. I offer 2 late passes for work – no penalty for work submitted within the week that it is due. After 2 late passes are applied, a 3% per day policy applies.

If you are having difficulty meeting deadlines at any point in the semester, fall behind for any reason, and/or are feeling overwhelmed or that you have “missed too much”, please schedule an appointment with me so that we can strategize how to get caught up and how to best be accountable to yourself and the course. Makeup work outside the parameters set above **MUST** be agreed upon by the instructor **in advance**. These deadlines are to keep assignments aligned with course content, to allow for equitable grading, and to help manage student and instructor workloads.

Final assignments/assessments: Due to final grade deadlines that I must meet, **assignments due in the final two weeks of the semester must be submitted on time**; there will be no late work for assignments due in the last two weeks of the semester.

Absences: Excused absences are for family death, illness or other medical event documented with a doctor’s note, or other extreme events. Communicate with me via email if you will miss a class *for any reason*, or if other extenuating circumstances are interfering with your attendance and/or performance. For health and safety during the ongoing pandemic, I will allow 2 free passes in the semester for times when you are not feeling well or have extenuating circumstances that do not constitute an emergency or legitimate absence (see below). However, I expect you to use this judiciously and honestly, for when you really can’t show up, and I ask that you communicate with me and catch up on work that you miss for these days in a timely manner. For all these policies, I will honor these commitments in grading if you also honor your commitments to the course.

I consider the following to be "emergencies": You are ill or injured; a member of your family is ill, injured, or passed away; you had to deal with an unexpected and significant short-term personal emergency, including last-minute inability to secure child care. As noted above, you can miss up to 3 full classes without any negative impact on your grade. If you experience long-lasting or multiple emergencies during a semester that cause you to miss more than this, please schedule an appointment with me.

I consider the following to be "legitimate" reasons for late work: You were attending a conference, attending a university-sanctioned sporting event, you were on a research or other university-sanctioned trip, you were attending an important family event such as a wedding, you experienced internet connectivity issues, or the like.

I do not consider the following types of reasons emergencies or legitimate: You had too much work in your other classes; you did not allocate enough time for the assignment; you forgot about the assignment; you did not feel like coming to class; you overslept; you lost your work and did not have it backed up.

Detailed Schedule and Assignments

All assignments and due dates are reflected in the detailed schedule below. I will make every attempt to adhere to this schedule so that you can plan your own workload. However, I reserve the right to change this schedule if needed, in order to facilitate better learning (e.g., more time until an assignment deadline or a more appropriate reading based on course evolution), or for unforeseen schedule changes. Any changes to the schedule will be announced in the following ways: i) the revised schedule will be announced in class; and ii) changes in due dates will be made for Canvas assignment dropboxes

Week/ Date	Topics	Assignments and Readings (To be completed <u>before</u> the start of class)
1 M, 1.22	Introduction to Course	Read Intersectional Environmentalist, Introduction
1 W, 1.24	History of Environmental Justice	Read Ch 1, EJ Text, Bullard, "From Civil Rights to BLM". Bring responses to Q1a-b, page 14.
2 M, 1.29	Community Partner Fair Attend the Service Learning Fair from 12-2. In advance, identify 3-5 potential community partners. Bring 5+ copies of your resume.	Browse prior to fair: https://app.calstates4.com/csumb
2 M, 1.29	In Class: Discuss community partner possibilities, goals, and service learning 17 Principles of EJ	Read Intersectional Environmentalist, Chapters 1-2; Submit SL Integrative Narrative 1
2 W, 1.31	EJ Frameworks Distributive Justice	Read Ch 2, EJ Text, Čapek, "The Environmental Justice Frame". Post responses to Q1, 2, 3, and 4, p. 33.
3	Last Day to Drop/Add Classes	
3 M, 2.5	Consent and Rights	Read Ch 3, EJ Text, Whyte, "EJ, Indigenous Peoples, and Consent" Post responses to Q 1a-c, and 2 from page 48
3 W, 2.7	Distributive Justice and Race	Read Ch 4, EJ Text, Mohai, "Measuring Environmental Injustice". Post response to Q1. In class, review CalEnviroScreen for service learning placement communities.

4 M, 2.12	Watch Condor and Eagle Film (1 hour, in class) Distributive and Procedural Justice – Energy, Water & Air	Ch 14, EJ Text, Reed et al., “Becoming Storms: Indigenous Water Protectors Fight for the Future”, Post responses to Q1a-d, from page 244
4 W, 2.14	Distributive Justice – Waste There is No “Away” Field Trip to Johnson Canyon Landfill and Compost Center, Salinas Valley Recycles Depart 2:00 and return by 4:00 p.m.	No Homework! Happy Valentine’s Day
5 M., 2.19	Distributive and Transboundary Justice Watch American Scar in class, then discussion related to Embattled Borderlands and Hidden Hazards	Watch The Rights of Nature – A Global Movement film (52 minutes) – Interspecies Justice and bring answers to assigned questions
5 W, 2.21	Service Learning Discussion	Read Chapter 3, The Intersectional Environmentalist, Unpacking Privilege
6 M, 2.26	Procedural Justice	Read Ch. 8, EJ Text, Harrison, “Regulatory Culture: Racial Ideologies and the Fight for Environmental Justice within Government Agencies.” Respond to Qs 1-4, p. 143.
6 W, 2.28	Procedural Justice In class - map out a variety of strategies and how they relate to types of environmental justice.	No reading for today
7 M, 3.4	Black Lives Matter	Read Ch. 18, EJ Text, Pellow, “Black Lives Matter as an Environmental Justice Challenge”. Choose Q1 or 2, p. 318.
7 W, 3.6	The Cycle of Liberation	Read the <i>Cycle of Liberation</i> by Bobbie Harro Submit SL Integrative Narrative 2
8 M, 3.11	Community Based Participatory Research Strategies	Read Ch. 6, Morello-Frosch and Balazs, “How Community Based Participatory Research Strengthens the Rigor, Relevance, and Reach of Science.” Respond to Q1, p. 106
8 W, 3.13	Intergenerational Justice	Watch Youth v. Gov. (1 h 49 min) PRIOR TO class – Intergenerational and Procedural Justice discussion – Climate Change
9 M, 3.18	Intersectional Environmentalist	Read Chapter 4, Intersectional Environmentalist, apply to justice frameworks and course content thus far

9 W, 3.20	Mid-Term Reflections on Service Learning	Submit SL Integrative Narrative 3
10 M, 3.25	Spring Break, No Classes	
10 F, 3.27	Spring Break, No Classes	
11 M. 4.1	Introduce COIL Project. Describe 2 places that are personally important to you. Connect to ideas of social and environmental justice.	Read Ch. 17, EJ Text, Agyeman, "From Dumping to Displacement" Complete exercises a through c (page 300-301) for one of the places that you choose for your COIL share. Include a summary of your analysis in your COIL assignment.
11 W, 4.3	COIL Project Discussions/Shares TEJ Final Assignment – Introduction and Class time.	
12 M, 4.8	Intersectional Environmentalism	Read Intersectional Environmentalist Chapter 5
12 W, 4.10	Intersectional Environmentalism	Read Toolkit, Intersectional Environmentalist
13 M., 4.15	TEJ Final Assignment – class time	
13 W, 4.17	Representational Justice	Representation, Framing, and why it matters for social and ecological justice. Read Laura Pulido's Cultural memory article. Discuss: Renaming places ; Renaming species
14 M, 4.22	Representational Justice	Review Memorial Precedents from UTas Partners; submit collective responses
14 W, 4.24	Action Project: Field trip to Cannery Row – Representational Justice	Action Project: Video footage for UTas Partners
15 M, 4.29	Complete COIL video reflections TEJ Final Assignment – Class time	Action Project: Submit video footage/reflections to UTas Partners
15 W, 5.1	TEJ Final Assignment – Class time and peer feedback sessions	
16 M, 5.6	TEJ Final Project Presentations	TEJ Final Project Presentations
16 W 5.8	TEJ Final Project Presentations Last Day of Classes Evaluations	TEJ Final Project Presentations Course Evaluations Complete your Service Learning Hours and Self Evaluation
17 M, 5.15	Study Day	
17 Exam Period TBA		TEJ Integrative Narrative Reflection Due

Course Expectations and Community Agreements

What I ask from you

I ask you to carefully choose what environmental issues you will explore this semester.

Three factors influence one's motivation to engage in work, both for school and for career:

1. **autonomy**, having some choice over what one learns,
2. **mastery**, satisfaction from getting better at knowing or doing something and
3. **purpose**, connecting one's action to something bigger than themselves.

You have the **autonomy** to select one or more environmental issues and career options to focus on and over the semester. You will **master** your understanding of those environmental issues and career options. At the same time, you will think hard about what **purpose** you want to achieve through your work. And then coming full circle back to **autonomy**, you will use your understanding of that **purpose** to determine what environmental issues and career paths to explore. **Purpose** is the ingredient for success: the stronger your sense of purpose, the more motivated you will be to do the excellent you are capable of doing. So I expect you think hard about the impact you want your work to have on other people and the planet. That's not to say that your thoughts about what you want to do will not change and evolve as you progress through life. It most certainly will. You just need to focus on what is most important to you right now.

I ask you to take your learning and this class seriously.

That means I expect you to carefully read all materials, complete all assignments, engage in all learning activities, and make an effort to establish and nurture professional relationships with your classmates and with me. It also means that I expect you to ask questions of me and your classmates whenever you are confused and to continue to ask questions if our answer do not help.

I ask you to be open and honest with me.

That means I expect you to let me know if I do things that support your learning, if your classmates do things that support your learning, if I do things that interfere with your learning, if any of your classmates do things that interfere with your learning, and if there I things I can do (or stop doing) to creating a stronger learning environment.

I ask you to be accepting.

I have been teaching long enough to know that there will be classes this semester that are exciting, engaging, and promote deep learning and that there will be classes this semester that will bomb. When things do not go well, I hope that you accept that not all classes session can be great and that you will do you best to maintain a positive learning environmental for everybody.

I ask you to listen

Listening is a very important part of this course, and we will spending time developing active listening skills. As noted above, nobody can listen with 100% attention 100% of the time. But I do expect you to always listen to the best of your ability, not only to me, but also to all of your classmates, with an open heart and mind, even when you disagree with what is being said.

What you can expect from me

To care about you

First, I care about you and your well-being. So you can expect me to look out for you. For example, I will notice and become concerned about you if you miss several classes in a row, miss important assignments, or otherwise appear not engaged with the class and your learning. If this happens, and I am unable to contact you, I will make a referral to the [CSUMB CARE Team](#). The Care Team will then attempt to reach out to you to make sure you are not in distress. This will not affect your standing at the university in any way or your grade in the class. It's just a system CSUMB created to make sure students who may need extra support get that extra support. Note: you can also make your own referrals to the care team if you become concerned about any of your CSUMB peers. If you know in advance that you will miss several classes, not be able to complete assignments, or not able to communicate, please let me know. Similarly, if there are factors that have prevented you from doing your best work or fully engaging with your classmates during our in-person meetings, please let me know. You never have to reveal information you don't feel comfortable revealing and I will not ask you to provide details. I just need you to check in so I know you are okay, or if you are not, so I can direct you to people who can help.

To care about your learning & success

I also care deeply about your learning. I will do my best to plan engaging learning activities that help you meet all of the course learning outcomes. I will do my best to make assignments appropriately challenging, so that you feel the satisfaction that comes with learning and improvement. I will also do my best to give you timely, supportive feedback on your work that helps you understand both what you are doing well and ways you can improve.

To care about your relationships with your classmates

Because I believe you have as much to learn from your classmates as you do from me, I design learning activities that help you build relationships with your classmates. My hope is that you find our in-person meetings fun, engaging, and something you look forward to because you enjoy working with and learning about your classmates. Further, I hope the interpersonal knowledge, skills and abilities you develop in this class will help you better connect with others, support your personal and career goals, and enable you to make meaningful contributions to the many communities to which you belong.

To listen to you

Nobody, myself included, can listen with 100% attention, 100% of the time. But you can expect me to always do my best to listen to what you have to say, with an open heart and mind.

To learn from you

One of things I find most rewarding about teaching is learning from my students. I have learned valuable lessons from students in every course I have ever taught, including new ways of understanding course materials, new ways of thinking and new ways of knowing the world. So you can expect me to be deeply interested in your thoughts, opinions and beliefs.

Use of devices during class

When devices should not be used during class

- **During activity-listening activities:** Please do not use any of your devices during small-group, active listening activities. During these activities, everybody should be giving the speaker their full and undivided attention. Computers should be closed and tablets and cell be stored in your pocket, bag or be placed face down on the table. The person speaking may use a device for reading notes, but should not use the device for any other purpose. Such activities will happen during most classes, although generally will be limited to 20 or 30 minutes.
- **During peer-facilitated learning activities:** Please do not use any of your devices when or classmates are facilitating peer-led sessions.
- **During class presentations:** Please do not use any of your devices during your classmates' end-of-semester presentations on their Theory of Environmental Justice (TEJ).

When devices can be used during class

- You should feel to use your devices most class activities for *class-related purposes* (e.g. referring to information on the course Canvas page or using search engines to look up information relevant to topics under discussion).
- I realize that sometimes non-course-related obligations or emergencies may require your attention (e.g communications related ill or distressed friends and family members, childcare, etc.). In such cases, please keep your use of your devices to a minimum or excuse yourself from class.

University COVID-Related Policies

Anyone sick or symptomatic should not come to class or work. If you test positive for COVID-19, please report this to the University by submitting a **COVID-19 reporting form** to support continued exposure tracing. Anyone who has confirmed or believes they may have been exposed to a COVID-19-positive person should also **report the exposure** and test within 3-5 days of exposure. While not symptomatic, close contacts should wear a mask in all indoor public spaces for up to 10 days and continue assessing for symptoms as recommended by the **California Department of Public Health COVID-19 guidance**. The university will remain a [mask-friendly campus](#) and will continue to provide free masks, including 3-ply surgical and KN95 options, at these eight locations:

- [Alumni Visitor Center](#) | Info desk at main entrance
- [Building 12](#) | Housing Office
- [Building 47](#) | Student Service Center lobby
- [Library](#) | First floor
- [Otter Sports Center](#) | Info desk at main entrance
- [Otter Student Union](#) | Info desk at main entrance
- [Promontory Housing Office](#) | Building B
- [University Center](#)

The COVID endemic continues to change and these requirements may change during the semester.

University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. **Official Communication.** CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis. Also look for information on the course website. The site contains all the information you will need for the course. This includes all homework assignments, topic schedule, lab schedule and any other information you need.
2. **Enrollment and Registration Policy.** The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration. Please go to: <https://csumb.edu/policy/enrollment-and-registration-policy>
3. **Academic Integrity.** Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, use of Artificial Intelligence as your own work, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to: <https://csumb.edu/policy/academic-integrity-policy/>
4. **Students with Disabilities.** Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.
Email: StudentDisabilityResources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>
5. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially

important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

6. [Collection of Student Work](#). CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.
7. [Center for Student Success \(CSS\)](#). CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163. Phone: (831) 582-3165.
8. [Cooperative Learning Center \(CLC\)](#). CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd Floor. Phone: (831) 582-4104.
9. [Wellness](#). CSUMB believes that wellness matters. As a college student, you may sometimes experience problems with your wellness that interfere with academic success and negatively impact daily life. An important part of college is learning how to respond to these problems and seek guidance. Departments within Health & Wellness Services can support you in achieving and maintaining physical, mental, emotional, and spiritual wellness. To learn more about these resources go to csumb.edu/hws.

10. Sexual Misconduct, Dating and Domestic Violence, and Stalking.

CSUMB is committed to creating and sustaining an environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, CSUMB encourages you to utilize the resources described below.

To report any type of misconduct: University Police Department Emergencies: 911

Title IX: Discrimination, Harassment, and Retaliation Office Non-emergencies: 831-655-0268
Call: 831-582-3510 Email: wensmith@csumb.edu Email is recommended for fastest response

For confidential support: Campus Advocate/Monterey County Rape Crisis Center Personal Growth and Counseling Center (PGCC) Call or text: 831-402-9477 Call: 831-582-3969 24 hour crisis line: 831-375-4357

Any CSUMB staff or faculty member other than the campus advocate or PGCC counselors who are told about student experiences of misconduct must report information to the Title IX office. Only PGCC and campus advocate staff can keep such information confidential.

11. Veterans and Active Duty Military Personnel.

"Veterans, active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor."

University Grade Policies

Grade Appeal Policy

The purpose of this policy is to set out the guidelines and standards for appeal by a student of a course grade; it has been established with the intent that appeals be addressed in a prompt and timely manner. This policy is intended to reflect the University's commitment to the principles, goals, and ideals described in the CSUMB Vision Statement and to its core values. For more information, please go to: <https://csumb.edu/policy/grade-appeal-policy/>

Enrollment & Registration Policy

The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration, including grade policies. For more information, please go to: <https://csumb.edu/policy/enrollment-and-registration-policy/>

Incomplete Grades

In certain circumstances, you may ask your instructor to assign you an "incomplete" grade. You and your instructor will complete an Incomplete Contract that outlines how you will complete the requirements for the class in a given timeframe (the timeframe cannot be longer than one year). For more information, please go to: <https://csumb.edu/planning/incomplete-grades/>