

## ENSTU 472: Projects in Environmental Education (4 units) California State University Monterey Bay, Spring 2023

First two weeks of semester: Tuesday/Thursday: 10-11:50, Chapman Science, Room E105

Schedule and Location once site work is established:

Tuesdays 9:00-10:30 at Los Arboles Middle School

Tuesdays 11:00-11:50 at CSUMB, Chapman Science, Room E105

Thursdays, 10-11:50 a.m. at CSUMB, Chapmans Science, Room E105

“The principle goal of education is to create [people] who are capable of doing new things, not simply repeating what other generations have done - [people] who are creative, inventive, and discoverers.” -Jean Piaget



Spring 2019 Capstone Students at Los Arboles Middle School

### Instructor Access & Office Hours

Dr. Tori Derr, Associate Professor, Environmental Studies, Department of Applied Environmental Science

Office Hours: Tuesdays 12:30-1:30 p.m., or by appointment

Office Hours Zoom Link: <https://csumb.zoom.us/j/3042132857>

Email: [vderr@csumb.edu](mailto: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.

*Office hours* are times I set aside for you, the students. My scheduled office hour is via zoom. 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.

## Course Overview

The capstone course represents the culmination of your educational experience: the opportunity to apply and synthesize skills and knowledge gained in previous semesters to a professional project that can be considered your “crowning achievement” within the Environmental Studies Program.

This interdisciplinary course will investigate a local school (Los Arboles Middle School) as a site of place-conscious education. *Place-conscious education* actively engages all people as learners in a co-constructing a critical understanding of place, and its intersections with local history, culture, ecology, and justice. CSUMB students will act as facilitators of projects at Los Arboles Middle School and will consider the campus as a site for observing, learning, and experimenting with sustainable practices.

In 2023, both CSUMB and Los Arboles students will explore the question of how we can learn about climate change in a way that feels empowering and motivating. We will employ a modified version of Carlie Trott’s (2019) “Science, Camera, Action” approach to climate change education<sup>1</sup> and Julie Singleton’s (2015) “Head, Heart, Hands” model for transformative sustainability education as primary framing texts for the course<sup>2</sup>.

## Catalog Description

Project based class with a regional environmental education partner. Projects will place students in learning environments where students will focus on sustainability and environmental topics. Projects will vary from year to year. [(Prereq: ENSTU 300 or ENV 300 or BIO 300 or MSCI 300 with a C- or better) and (Coreq: ENSTU 410) and (Prereq or Coreq: ENSTU 350 with a C- or better)]

## Learning Outcomes

### Sustainability

- Consider the natural, economic, and social systems of sustainability while developing and implementing an environmental education practicum
- Analyze and explain capstone projects in the context of local, national, and global sustainability

### Community Engagement & Social Justice

- Enter, participate in, and exit a community in ways that are sensitive to systemic injustice.
- Demonstrate intercultural communication skills, reciprocity and responsiveness in work with community.

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<sup>1</sup> Trott, C. D. (2019). Reshaping our world: Collaborating with children for community-based climate change action. *Action Research*, 17(1), 42-62.

<sup>2</sup> Singleton, J. (2015). Head, Heart and Hands Model of Transformative Learning. *Journal of Sustainability Education*, 9.

- Evaluate how the actions of oneself, professionals, and institutions associated with the student's capstone foster both equity [reduce structural injustice] and inequity [i.e. perpetuate structural injustice] in communities and society.

### Personal and Professional Practice

- Develop and implement personal, professional and institutional strategies, policies and/or practices that work towards creating greater sustainability and equity in communities.

### Course Materials

No required course materials for purchase beyond computer and internet access and materials provided via Canvas.

### Logistics

During the first two weeks, we will be completing paperwork and getting ready for the site placement at Los Arboles Middle School. All students will be responsible for obtaining a TB clearance and/or test and must attend a mandatory Monterey Peninsula Unified School District Orientation to obtain their "golden ticket" to work in the school.

Once site visits are underway, students will meet at Los Arboles in Marina on Tuesdays from 9:00-10:30 (because of the 2023 bell schedule for this school) and will return to CSUMB's campus for the capstone integration seminar from 11-11:50. On Tuesdays, please plan to arrive at Los Arboles promptly at 9 so that you are ready to engage with the LAMS students at the start of the period at 9:15. On Thursdays, students will meet on CSUMB's campus for project planning and evaluation.

Los Arboles Middle School is located at 294 Hillcrest Avenue in Marina. Students are responsible for providing their own transportation to LAMS. Parking at LAMS is limited. Use of carpooling or alternative transportation is encouraged and students should park on the street. When arriving at the school, all students must sign in and receive a visitor badge from Ms. Haws.

### Course Assignments & Grades

#### **Attendance and Personal Initiative: 40%**

- 15% Attendance
- 20% Personal Initiative (based on self-reflections, group member assessments, and project complexity)
- 5% Science Camera Action group read and participation with Dr. Trott

#### **Practicum Assignments: 60%**

- 25% Lesson Plans and Do-Go-Know Journals
- 35% Project Portfolio and Evaluation Report

**Attendance (15%):** Attendance is an essential aspect of this course, which works as a practicum both at Los Arboles and on campus. We will use course time together judiciously. \*\*\*Attendance is

required at LAMS on the scheduled days.\*\*\* Because participation is essential to this course, and because your peers will be relying on you to attend and do your part, unexcused absences for LAMS scheduled days will be penalized at one letter grade per day for the entire course grade. Your peers will also be relying on you to attend the planning days, so attendance is important on all days, and active communication with the instructor and your group on days when absence is necessary is requested.

**Personal Initiative (20% Total – 7% first submission; 13% second submission):** Group work can be challenging, and it is also part of professional life. Personal initiative reflects a combination of self-reflections about how well you are contributing to the group, group member evaluations of your work, and instructor feedback. Your personal initiative grade will be assessed twice during the semester so that you have a chance to receive feedback and improve where/if needed. This is an individual grade.

**Lesson Plans and Do-Go-Know Journal (25% Total):** For the assigned weeks, groups will prepare a lesson plan and share it via google doc **by 8 am on Monday** of the week the lesson will be implemented. The lesson plan will follow the format provided, and the course instructor will provide feedback for any suggestions or adjustments that may be needed. By the end of class on Thursdays of each assigned week of project implementation, students will also complete a Do-Go-Know entry for the week (What did you do? How did it go? How do you know?). These submissions will receive a group grade, and students collectively generate content and should indicate who is contributing what content each week. If a student is not contributing to these assignments, they will receive a grade of 0. Feedback will be provided weekly; however, grades will be assigned twice in the semester, at mid-term and end-of-term.

**Project Portfolio and Evaluation Report (35%):** The Portfolio will provide an *overview* of activities and lessons, sample student work, assessment data, and reflections about your experience and the effectiveness of the project. The portfolio will consist of the following:

1. An overview of the approach and framework we used for this practicum, drawing from Charlie Trott and Julie Singleton's work.
2. An overview of the semester's work with Los Arboles students. How were lessons constructed, how were projects identified, what was your specific end project or action?
3. A detailed summary of your specific project. What were the goals and outcomes? What specific lesson plans or activities did you prepare? (Provide a summary in the text, and the lessons can be an appendix). What did you learn, change or adapt as you moved through the sessions?
4. Photo and text documentation about how you engaged with the students. Did things go according to plan? Why or why not? What insights did you gain about how the students feel about the project? About school? About working with you and working toward sustainability? About facilitating educational action projects that relate to climate change?
5. Documentation of the final project deliverables. This can be scans, photos, models, etc. Describe what these deliverables represent in terms of student learning.
6. Integration of both qualitative and quantitative assessment measures, with analysis of these data for individual students, and as a whole.
7. Reflection A. How did your project address ideas of place-conscious education and constructive climate change?
8. Reflection B. Each group member will write their own statement about what they learned about the process of working with the students and facilitating the project.

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

A	95-100%	C	74-76.99%
A-	90-94.99%	C-	70-73.99%
B+	87-89.99%	D+	67-69.99%
B	84-86.99%	D	64-66.99%
B-	80-83.99%	D-	60-63.99%
C+	77-79.99%	F	59.99% or lower

Students should check grades in Canvas as they accrue. Missing or incorrect grades in iLearn should be reported immediately, and must be reported no later than the last day of classes.

### Course Expectations and Community Norms

This course requires extensive collaboration, flexibility, and professionalism. I hope that we will all work together as a community to support each other as best as we can. If you are struggling, please communicate with me during class, office hours, or via email. If there are specific suggestions or requests for facilitating your learning in this course, please do not hesitate to reach out. I care about all of you as people and as students, and I recognize that your health, safety, and wellbeing are essential to learning and course success. I invite you all to join our community of learners, where we support each other and recognize the diverse strengths and needs we all may bring to the course on any given day.

#### Community Norms (To be reviewed and revised the first week of class)

- Consider the practicum as an opportunity to advance your professional practice. Whether you are interested in teaching, informal education, or community based or sustainability work, these skills are relevant.
- Embrace the course values to serve as a facilitator and co-creator of knowledge with each other and with students at Los Arboles.
- Acknowledge and commit to investing in this course and its work, as an individual and as a team member.
- Join our community of learners: recognize diverse strengths of our course community and support each other's diverse (and likely variable) needs throughout the semester
- Use respectful and active listening to understand others
- Monitor your own participation (step forward, step back, support others in advancing their skills as well as your own)
- Bring materials to facilitate active participation. Most days this includes a laptop.
- Err on the side of caution and stay home if needed when sick – and communicate this with group and instructor.

**Unit Workload:** An average student expecting a B or B- in this course should plan to spend at least 12 hours per week on this course, including class time.

**Late or incomplete work:** In general, work for this class needs to be submitted on time, as in a professional work environment. I will allow a total of two late passes for a lesson plan or do-go-know reflection per group. After this, a 5% per day late penalty will apply. This is because I need time to read and provide feedback before the lessons begin and because late submissions in this case inhibits professional practice. All deadlines during the final assessment week are firm; no late

work accepted during this week. This is because I need to manage my own grading and workload at the end 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 make exceptions for when you are not feeling well or have extenuating circumstances (up to 3). However, I expect you to use these judiciously and honestly, for when you really can’t show up. For all these policies, I will honor these commitments in grading if you also honor your commitments to the course.

### Detailed Schedule and Assignment Due Dates

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 for unforeseen schedule changes academically. Any changes to the schedule will be announced in the following ways: i) the revised schedule will be announced via the course email list; and ii) changes in due dates will be made for Canvas assignment dropboxes and weekly overviews.

<b>Week/ Date</b>	<b>Assignments and Readings (To be completed <u>before</u> the start of class)</b>	<b>In Class Topic</b>
<b>1</b> Tu, 1.24		Introduction to Course/Syllabus In person ice-breakers Q&A for course structure and goals
<b>1</b> Th, 1.26	TB clearance or TB test	Read and discuss Trott’s Science, Camera, Action article; Dr. Carlie Trott will Zoom into class for a Q&A
<b>2</b> Tu, 1.31		Read and discuss Singleton’s Head-Heart-Hands Model for Transformative Learning
<b>2</b> Th, 2.2		Detailed schedule for Los Arboles and evaluation planning
<b>3</b> Tu, 2.7	<b><u>Golden Ticket background check due</u></b>	Arrive at Los Arboles by 9:00 a.m. LAMS students lead CSUMB students on school tour Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>3</b> Th, 2.9		Planning and ENSTU 410 work Photo-Elicitation work

<b>Week/ Date</b>	<b>Assignments and Readings (To be completed <u>before</u> the start of class)</b>	<b>In Class Topic</b>
<b>4</b> Tu, 2.14		Arrive at Los Arboles by 9:00 CSUMB and LAMS students review photo-elicitation submissions and identify patterns, questions, interests Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>4</b> Th, 2.16	ePortfolio due (410)	Planning and ENSTU 410 work Evaluation work; tree planting and web of life
<b>5</b> Tu, 2.21		Arrive at Los Arboles by 9:00 CSUMB students facilitate oak tree planting and web of life activities Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>5</b> Th, 2.23	Do-Go-Know Reflection Due, End of Class	Planning and ENSTU 410 work Greenhouse gas and energy bingo
<b>6</b> Tu, 2.28	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday	Arrive at Los Arboles by 9:00 CSUMB students facilitate greenhouse gas and energy bingo activities Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>6</b> Th, 3.2	Do-Go-Know Reflection Due, End of Class ePortfolio feedback due (410)	Planning and ENSTU 410 work Group activities identified from Cal Academy of Sciences lesson plans, based on photo-elicitation study
<b>7</b> Tu, 3.7	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday	Arrive at Los Arboles by 9:00 CSUMB students facilitate Cal Academy group lessons Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>7</b> Th, 3.9	Do-Go-Know Reflection Due, End of Class	Planning and ENSTU 410 work Action projects – planning and group sorting Group agreements and procedures
<b>8</b> Tu, 3.14	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday	Arrive at Los Arboles by 9:00 CSUMB students facilitate project planning and project work Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>8</b> Th, 3.16	Do-Go-Know Reflection Due, End of Class <b>First Lesson Plan/Do-Go-Know Grade ePortfolio professional statement due (410)</b>	Planning and ENSTU 410 work Collective reflection and group planning time

<b>Week/ Date</b>	<b>Assignments and Readings (To be completed <u>before</u> the start of class)</b>	<b>In Class Topic</b>
<b>9</b> Tu, 3.21	LAMS Spring Break	Collective reflection and group planning time
<b>9</b> Th, 3.23	LAMS Spring Break <b>First Personal Initiative Grade</b> ePortfolio submission 2 due (410)	Planning and ENSTU 410 work Evaluation check in and group planning time
<b>10</b> Tu, 3.28	<b>Spring Break – both LAMS and CSUMB</b>	<b>Spring Break</b>
<b>10</b> Th, 3.30	<b>Spring Break – both LAMS and CSUMB</b>	<b>Spring Break</b>
<b>11</b> Tu, 4.4	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday	Arrive at Los Arboles by 9:00 CSUMB students facilitate project planning and project work Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>11</b> Th, 4.6	Do-Go-Know Reflection Due, End of Class ePortfolio feedback due (410)	Planning and ENSTU 410 work Collective reflection and group planning time
<b>12</b> Tu, 4.11	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday	Arrive at Los Arboles by 9:00 CSUMB students facilitate project planning and project work Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>12</b> Th, 4.13	Do-Go-Know Reflection Due, End of Class	Planning and ENSTU 410 work Collective reflection and group planning time
<b>13</b> Tu, 4.18	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday	Arrive at Los Arboles by 9:00 CSUMB students facilitate project planning and project work Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>13</b> Th, 4.20	Do-Go-Know Reflection Due, End of Class	Planning and ENSTU 410 work Collective reflection and group planning time
<b>14</b> Tu, 4.25	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday	Arrive at Los Arboles by 9:00 CSUMB students facilitate project planning and project work Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>14</b> Th, 4.27	Do-Go-Know Reflection Due, End of Class	Planning and ENSTU 410 work Collective reflection and group planning time

<b>Week/ Date</b>	<b>Assignments and Readings (To be completed <u>before</u> the start of class)</b>	<b>In Class Topic</b>
<b>15</b> Tu, 5.2	Lesson plan due to <a href="mailto:vderr@csumb.edu">vderr@csumb.edu</a> (with editing capabilities) by 8 a.m. Monday  Last Day at Los Arboles	Arrive at Los Arboles by 9:00 CSUMB students facilitate project planning and project work Return to campus for class, from 11-11:50; LAMS visit debrief and planning
<b>15</b> Th, 5.5	Assessment Work <b>Second Lesson Plan/Do-Go-Know Grade</b>	Planning and ENSTU 410 work Assessment and Presentation Development
<b>16</b> Tu, 5.10	Complete course evaluations, extra credit if 80% participation	Presentation Development Presentation Practice I
<b>16</b> Th, 5.12		Presentation Practice II
<b>17</b> Tu, 5.19	<b>Final Personal Initiative Grade</b> <b>Final ePortfolio Due (410)</b>	Presentation Practice III (TBD, as needed)
<b>17</b> Th, 5.21	<b>Portfolio and Evaluation Report Due, 11:50 a.m.</b>	
<b>17</b> TBD	Capstone Festival! <b>Final Presentation Due</b>	Date and Time to be determined

### 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.*

## Care Team

As your instructor I care about you as a person. Thus, if you stop coming to class, skip an exam, do not respond to emails, then I will be compelled to contact the [CSUMB CARE Team](#) to make a referral. They will then reach out to you to make sure you are not in distress. If you know you are going to be away or non-communicative, then please let me know in advance and this will not trigger the referral.

## 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, 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: <http://policy.csumb.edu/site/x20830.xml>
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](mailto: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, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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](http://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](mailto: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.”