

ENSTU 350: Research Methods in Environmental Studies

California State University Monterey Bay, Fall 2023

Mondays and Fridays, 9-11:50 a.m., Chapman Science, Room S128

"We cannot solve our problems with the same thinking we used when we created them."
- Albert Einstein

. . . therefore, we need. . .

rēˌsərCH
verb

1. A careful or diligent search
2. To look again



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. in Chapman S307. Or as arranged by Zoom, in the Chapman garden, or CSUMB cafes

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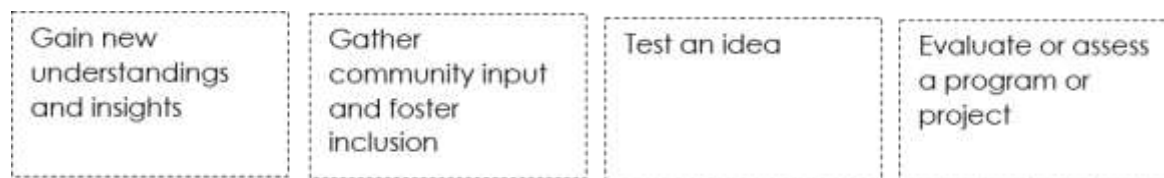
Who am I? I am a mother, a weaver and fiber artisan, an advocate for justice, and a professor in environmental studies. I love to teach and mentor, travel, grow plants, and be in nature.

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. 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. Office hours are also times for us to collectively identify strategies for you to succeed in the course if you are struggling in any way. 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

Students of environmental studies will go on to work in a wide range of disciplines but with a shared goal of seeking to understand, communicate about, and/or solve complex problems. This requires a diverse set of tools found in *applied* or *action research*, which seeks to understand and solve a practical problem. There are many reasons for conducting research in the applied environmental professions, including to:



So where do we start? In the field of environmental studies, we rely on many kinds of methods, from interviews and surveys, to participant observation, focus groups, and community mapping. We frame problems, investigate solutions, engage stakeholders, and visualize complex ideas. The long term success or failure of our efforts is in part rooted in the methods we use to identify, define, and understand problems and to evaluate success.

Course Catalog Description

Overview of qualitative and quantitative research methods that environmental professionals use in understanding complex problems, drafting research proposals, and analyzing and presenting rigorous, reliable information. Students will engage in comprehensive explorations of social aspects of environmental topics and will understand the central role that information and research play in enacting appropriate change in natural and built environments with diverse populations. [(Prereq: ENVS 201 and BIO 230 and (STAT 100 or STAT 250) with a C- or better)]

Learning Outcomes

Successful completion of this course will lead to the ability for you to:

1. Explain the philosophical assumptions and ethical issues of applied research
2. Understand a diversity of research methods including primary source research (surveys, interviews, visual methods, social media) and secondary source research (databases, precedents, case studies)
3. Distinguish research goals and outcomes within qualitative and quantitative approaches to research and within diverse epistemological frameworks, including constructivism, positivism, and relativism
4. Select and apply appropriate methodologies for a particular context and set of questions
5. Represent, interpret, and analyze evidence using visual, numerical, and verbal forms

Course Organization

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. 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 let me know.

The course is organized by three epistemological frameworks that guide methodologies central to environmental studies research. An epistemology is a way of knowing. Most people are familiar with the epistemologies we will focus on from every day experiences but the terms are new. I provide definitions of each of these below and how we will engage in learning about them. Each day of class will include a combination of lecture, group discussion, and lab activities.

Part 1 – Constructivism – Weeks 1-6

Constructivism is a theory that people construct their knowledge rather than just absorb information passively. In a research context, constructivist approaches seek to understand people's experiences in order to understand their beliefs, perceptions, or values. Constructivist research is often utilized in educational contexts and evaluation. It is also common to urban planning processes of community engagement. In this course, we will work within a constructivist framework while using social media research methodologies, photovoice, interviews, and story maps.

Part 2 – Positivism – Weeks 5-10

Positivism is based in scientific verification and empirical truths. A positivist methodology emphasizes the control and manipulation of variables. In a research context, positivism often tests hypotheses and attempts to show correlations, causality, and statistical differences between groups. In this course, we will work within a positivist framework while using behavior maps and visual preference surveys.

Part 3 – Relativism – Weeks 11-15

Relativism is a theory that knowledge is only valid when considered within (or relative to) specific contexts, societies, cultures, or individuals. In a research context, relativism tends to elevate diverse *ways of knowing*, highlights the voices of oppressed or marginalized groups in society, and identifies disproportionate harms or environmental injustices. In this course, we will work within a relativist framework by examining how secondary sources, photovoice, and Traditional Ecological Knowledge are applied to environmental justice and climate justice research.

Part 4 – Communicating Research – Weeks 15-17

We will explore modes of communicating data and research with a final research report in poster, video, podcast, ESRI Storymap, or other media. Students will present and defend their research to each other through an in-class research symposium.

Course Materials

All materials for this course are provided electronically.

- *Text:* D. MacCallum, C. Babb, and C. Curtis. (2019). *Doing Research in Urban and Regional Planning*. Routledge Press. ISBN: 9780415735575. Library permalink for ebook: <https://ebookcentral.proquest.com/lib/csumb/detail.action?pq-origsite=primo&docID=5649328>. If you wish to have a print copy of this text, it is available from online sellers for about \$45.
- Journal articles and select additional readings will be assigned via Canvas
- *It may be helpful, but is not required, to print copies of the articles for Group Reads.* You can determine this after participating in the first group read. We will be using these articles in class for discussion using Readers' Apprenticeship methods of probing the text to understand how research is done.

Course Operations & Expectations

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

- Commit to learning everyone's names and pronouns so that everyone feels welcome
- Promote accessibility, open-minded-ness, and fair opportunity
- Use active listening to understand others
- Listen to learn and understand, not to respond
- Embrace the critical thinking values of listening and gathering perspectives before forming an opinion
- Monitor your own participation (step forward, step back)
- Log in to Canvas at the start of each class
- Come to class ready to engage, while recognizing that everyone will have times that they are more or less able to do so
- Promote a distraction-free environment by keeping cell phones put away unless being used for coursework, and keep computers focused on course content.
- Chat GPT and other AI resources may be used like Wikipedia – to gather information or develop ideas in early stages of research or writing. However, they should not be used for lab reports or other written assignments.
- Use course support resources and policies wisely and don't take advantage.

Attendance: This course is structured as a seminar in which in-class course content and active participation are essential aspects of learning, from your instructor and your peers. You should attend every class, but extenuating circumstances may arise that make this difficult. If you cannot attend a class, please let me know. If circumstances arise that you must miss 2 or more classes during the semester, you may be overextended, and I ask that you come see me to discuss your options. Attendance will be assessed as partial or full, depending on when you arrive or need to depart. I excuse absences for medical or family emergency when communicated to me.

Participation: All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I ask everyone to participate in class so that we can all benefit from the insights and experiences that each person brings.

Unit Workload: An average student expecting a B or B- in ENSTU 350 should plan to spend at least 12 hours per week on this course. If reading and writing is a slow process for you, then you may need to allocate more hours/week to the class. Some weeks will require more effort than others, so work steadily and plan ahead. Please see me at any time if you are having trouble or are over-extended.

Late or incomplete work

Lab activities and lab reports will be accepted within one week of their due date. For these assignments, I offer 2 late passes: if you submit a lab activity or lab report late but within the week it is due (before the closing date on Canvas), you will receive a late pass twice, with notification, and full credit for the assignment. After two late passes have been applied, late work submitted within the week it is due will receive a 3% per day late penalty. Work submitted more than one week beyond the due date will only be accepted if a work plan is developed with the instructor because of serious extenuating circumstances that arise. Please be proactive and meet with me if you begin falling behind.

For group reads, other students are relying on your participation, so I ask that you come to class prepared having read the assignment and participate in class.

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: All deadlines during the final assessment week are firm; no late work will be accepted during this week. These are hard deadlines during final exam/assessment period so that I can manage my workload and meet final grade deadlines.

Artificial Intelligence

You are expected to complete and submit your own work for this course. We will discuss the ethics and use of AI in some course assignments. In those cases, if you use AI, you must cite the source and provide the following information:

- The tool you used, including the AI link
- The prompts you used and submitted to AI

- Precisely which parts of your assignment (by sentence) were generated by AI with a citation source
- Precisely which parts of your assignment (by sentence) were AI assisted (e.g., an AI generated draft modified by you).

Note that the CSUMB Academic Integrity policy explicitly prohibits submitting AI-generated work as your own. CSUMB defines Plagiarism as “presenting someone else’s work or ideas or Artificial-Intelligence-generated content as your own without full acknowledgement.”

Extra Credit: I offer extra credit to all students if a minimum of 80% of students complete their course evaluations.

For all these policies, I will honor these commitments in grading if you also honor your commitments to the course through honesty and integrity.

Assignment Overviews

Assignments will be issued on Canvas. The overviews below serve to introduce you to the assignments, not to elaborate details and requirements. Detailed instructions for each assignment will be provided throughout the semester, with assignments and rubrics posted on Canvas. Formative assignments help to shape and build your knowledge and are generally low point percentages for each assignment. These include Group Reads, Lab Activities, and Lab Reports. Summative assignments are issued less frequently and assess whether you have learned the material covered during the formative stages of the course and through the formative assignments. These include Exam and Communicating Research assignments.

Group Reads: At intervals throughout the semester, you will read peer-reviewed or other research materials that support the understanding of methods and methodologies. You will annotate or take notes about an assigned single article as homework, and in class will add to annotations and participate in small group discussions. It is very important that you come to class and participate even if you have not completed the entire reading. We will discuss reading strategies in class to support this work. The content from group reads also will inform exams, and so I emphasize here the importance of attendance and participation.

Lab Activities: In nearly every class, students will complete lab activities and will submit interim works that demonstrate understanding and completion of assigned lab methods. These lab activities will also support the development of more in-depth lab reports.

Lab Reports: Students will generate lab reports for each of the following research methods. These will document understanding of the method's purpose, implementation, and analysis.

- Photovoice
- Story Map
- Visual Survey

Exams: You will support the design of two in-class exams that demonstrate understanding of both the theoretical and applied aspects of coursework. The first exam will cover material related to Constructivism and Positivism. The second exam will focus on Relativism.

Communicating Research: Students will select a topic that we have covered during the semester and draw on class data to communicate data and research through a medium of their choosing: poster, video, podcast, ESRI Storymap, or other media. Students will present their research to each other through an in-class research symposium in the final week of classes. The final project submission is due during finals/assessment week.

Detailed Schedule of Assignments

All assignments and due dates are reflected in the [linked schedule](#). 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 this linked schedule.

Week/ Date	In Class Topic	Complete Prior to Class	Due In Class
1 F, 8.25	Introduction to Course/Syllabus		Community Agreements ENSTU 350 Intake and Empathy Interviews – Ice Breakers
2 M, 8.28	Constructivism: Climate Justice Activism Data sources + Reading articles and Writing abstracts	Group Read: Sanz & Rodríguez-Labajos, Does artistic activism change anything? Strategic and transformative effects of arts in anti-coal struggles in Oakland	Exit ticket - on Canvas
2 F, 9.1	Constructivism: P22 and Social Media	Read Chapter 13 from Doing Research and Wilkinson, Public Interest in Study Animals Can Bolster Wildlife Conservation	Lab Activity 1 Due (social media research)
3 M, 9.4	Labor Day: No Classes		
3 Th, 9.7	Last Day to Drop/Add classes without petition and without a “W” assigned. (Students are responsible for withdrawing from any courses)		
3 F, 9.8	Biophilic Design Film Campus Walking Tour	Read pp. 161-175 on Walking Tours from Chapter 7, Placemaking with Children and Youth	Lab Activity 2 Due (biophilic design & walking tour checklist)
4 M, 9.11	Constructivism: Photovoice	Read pages 180-185 from Doing Research (Chapter 12)	Lab Activity 3 Due (images uploaded and annotated)
4 F, 9.15	Constructivism: Photovoice Introduce Lab Report 1	Read Interlude 6 and pages 247-251 from Doing Research	Lab Activity 4 Due (thematic analysis)
5 M, 9.18	Constructivism: Photovoice	Group Read: Read Wang & Burris, Photovoice: Concept, Method, Use	Exit Ticket - On Canvas
5 F, 9.22	Constructivism: Nature Rx, Interviews and Storymaps	Photovoice Lab Report Due Read Doing Research Chapter 11	Lab Activity 5 Due (interview questions)
6 M, 9.25	Constructivism: Nature Rx, Interviews, Behavior Mapping and Storymaps	Read pages 167-179 in Doing Research (from Chapter 12)	Lab Activity 6 Due (Interview protocol)
6 F, 9.29	Constructivism: Nature Rx, Interviews, Behavior Mapping and Storymaps		Work Day - Complete Interviews, Work on StoryMaps, Get Caught Up!

7 M, 10.2	Positivism: Intro to Surveys and Analyzing Visual Data	Storymap Lab Report Due	Lab Activity 7 Due: Collecting Survey
7 F, 10.6	Positivism: Visual Preference Survey for Green Roofs	Group Read: Green Roof Proposal	
8 M, 10.9	Positivism: Visual Preference Survey for Green Roofs	Read Chapter 9 in Doing Research	Lab Activity 8 Due (survey revisions)
8 F, 10.13	Positivism: Visual Preference Survey for Green Roofs Introduce Lab Report 3	Collect minimum of 10 (ideally 15-20) survey responses Read Interlude 5 in Doing Research	
9 M, 10.16	Positivism: Visual Preference Survey for Green Roofs	Read Interlude 5 in Doing Research	Lab Activity 9 Due (data analysis)
9 F, 10.20	Positivism: Visual Preference Survey for Green Roofs	Read Chapter 16 in Doing Research , especially pages 247-251	
10 M, 10.23	Positivism: Comparative Analysis of Two Green Roof Variables. Visual Preference Survey Lab Report	Visual Preference Survey Lab Report Due 11:59 p.m.	Lab Activity 10 Due (comparative analysis). Note that this analysis draws from the survey data analysis but will not be part of Lab Report 3!
10 W, 10.25	Last Day to Withdraw from a course for a serious and compelling reason ("W" will be assigned). Students must submit supporting documentation.		
10 F, 10.27	Exam Review		
11 M, 10.30	Exam 1: Constructivism and Positivism Epistemologies and Methodologies		
11 F, 11.3	Relativism: Environmental Justice, and YPAR	Group Read: Johnston et al., Youth Engaged Participatory Air Monitoring "A Day in the Life" in Urban Environmental Justice Communities	Also review in class: Charlotte's Historic West End
12 M, 11.6	Relativism: Environmental Justice and Secondary Sources	Read Chapter 6 from Doing Research	Lab Activity 11 Due (EnviroScreen and secondary sources)
12 F, 11.10	Veterans' Day: No Classes		

13 M, 11.13	Relativism: Climate Justice Case Study	Group Read: Méndez, Climate Change from the Streets (Oakland)	
13 F, 11.17	Relativism: Traditional Ecological Knowledge (TEK) and Western Science	Group Read: Chisholm Hatfield et al. , <i>Indian Time: Time, Seasonality and Culture in TEK of Climate Change</i>	
14 M, 11.20	Fall Break, No Classes		
14 F, 11.24	Fall Break, No Classes		
15 M, 11.27	Exam Review and Final Project Introduction		
15 F, 12.1	Exam 2: Relativism Epistemology and Methodologies		
16 M, 12.4	Final Projects: Communicating Research	Read Chapter 16 in Doing Research , especially pages 247-251	
16 F, 12.8	Final Projects: Communicating Research		
17 F, 12.15	Assessment Period: Final Projects Due via Canvas (No In-Person Class)		

Course Grading

1. Attendance	10%
2. Formative Assignments	55%
Group Reads (6 @ 3% each, 18%)	
Lab Activities (11 @2% each, 22% total)	
Lab Reports (3 @ 5% each, 15%)	
3. Summative Assignments	35%
Exams (2@ 10% each, 20%)	
Communicating Research Final Project, 15%	

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

A	95-100%	C	73-76.99%
A-	90-94.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	59.99% or lower

Students should check grades in Canvas as they accrue. Please report missing or incorrect grades as soon as you see them but no later than the last day of classes.

University COVID-Related Policies

Anyone sick or symptomatic should not come to class or work. Please check the CSUMB website for [Coronavirus policies and procedures](#). 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, 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.”