



Global Issues
What are the issues that
matter most in today's
world?

The Syllabus: A Student Survival Guide

THIS IS AN ONLINE COURSE: NO IN-PERSON FINAL

INSTRUCTOR INFORMATION

DR. VERONICA KEIFFER-LEWIS (DR. V)

Pronouns: She/Her/Herself

Office Location: Forum Building, Room 6C

Support Hour: Wednesday, 12:00am – 1pm or by appointment

Email: Via canvas email **I aim to respond to emails within 24 hours M-F (9am-5pm)** I do not check emails on the weekend.

Please let me know how I can support you.

I believe in your success and want to ensure a positive learning experience.

This class is designed with YOU at the center!

This course serves as an introduction to current global issues, with emphasis on events that impact all of our lives. The role of culture in world affairs, the processes of economic development and globalization, the environmental impacts of human activities, and people's experiences of war and peace will be analyzed. Consideration of various points of view on processes of interdependent changes in our lives at global, regional, national, and local levels will be encouraged.

Student Learning Outcome Statements (SLO)

- Students will analyze cultural, political, social and economic dimensions of globalization.
- Students will critique the formal and informal structures which dominate global interactions as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees.

General Course Objectives

- A. Explore global studies in historical context as an academic discipline by identifying the origins of contemporary global economic, social and political systems, and the processes that perpetuate the current world order.
- B. Examine a variety of paradigms and hypotheses about how the world works/fails to work.
- C. Analyze major global issues in various critical perspectives, with special attention to contexts established by culture, religion, human rights, gender, and environmental studies.
- D. Research and evaluate global issues to understand public policy and decision-making.

Required Student Materials:

- Computer and Internet Access
- This course does not require a textbook; all readings are provided.

*****This Class Does NOT Require A Text Book*****

All reading materials are provided online.

This Online Class We Will Uphold Respectful Dialogue

noun: **respect 1.** a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements; from the Latin “**respectus**” a looking back; "consideration, recourse, regard" (see respect (n.))

Surprise EXTRA CREDIT: Take Time to Prepare Yourself:

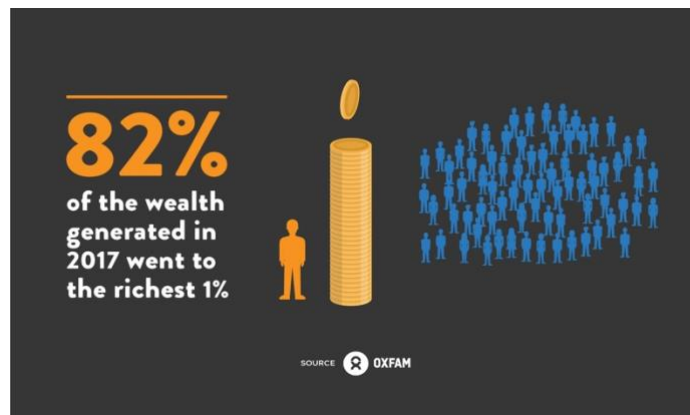
What do you need to slow down and take another look at someone's ideas, experiences, or values? Can you listen and hear different opinions, even if you don't accept them or understand, with an open heart and mind? In this class, we will practice, together!

Answer these questions and include with your extra credit tracker for 5 points! **The extra credit tracker is available online.**

Online Class Ground Rules/AGREEMENTS:

Because we are in community over the next twelve weeks, it is important for us to set-up some agreements to guide us. Here are some:

- I will be prepared for class.
- I will be thoughtful when I am engaged in class activities.
- I will actively take part in class discussions and stay engaged in the dialogue.
- I will read and reflect without judgment and be intellectually open to perspectives that may conflict with your own.
- I will assume positive intentions on behalf of my fellow students.
- I will help keep confidentiality and our online classroom a safe place for everyone's contributions.
- I will use the preferred name and pronouns of my classmates.
- I will inform the instructor if there is an issue that may alter my ability to actively take part in class.
- I will support and connect with my student peers. I will engage in class discussions with cultural humility and support shared equity.
- I will engage with an open-mind and open-heart; calling-in when appropriate and not calling-out.



ROOTED IN EQUITY

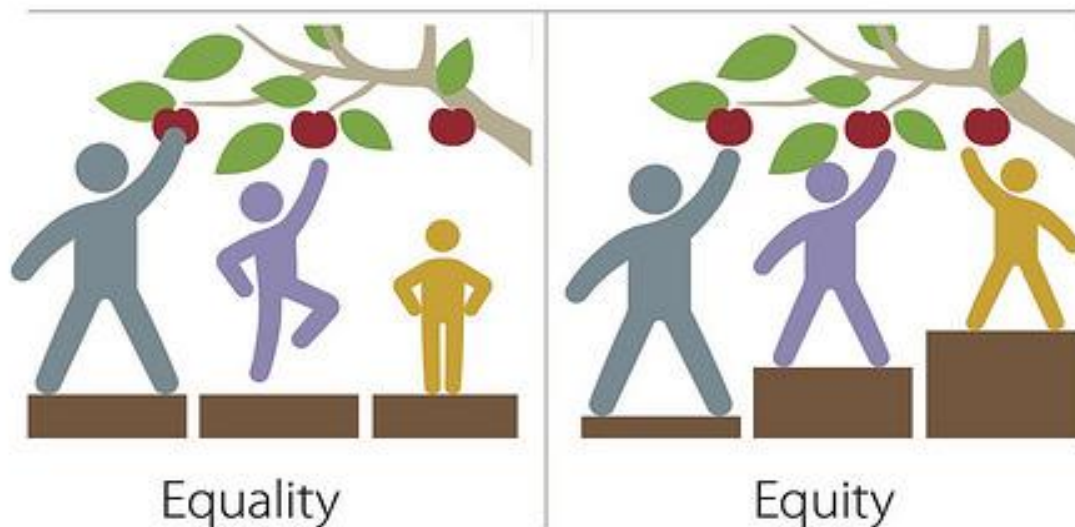
This class is rooted in equity. Thus, each student will receive the support they need, which is fair. Thus, **please talk to me if you have class concerns or feel you have a special circumstance affecting your performance in the class.** If you are concerned that you might send an assignment late, please contact your instructor at once.

Creating an Equitable Classroom through Establishing Respect

“The relationship between teacher and student is important in that their interaction is essential for successful teacher practice and student learning to take place. Our teaching experiences both in school and in informal settings let us understand the delicate balance of first setting up high expectations for students through informing them of acceptable classroom practices and second creating an environment that welcomes students to express their ideas about these practices. The underlying theme that resonates through this way of teaching is respect. Respect between teacher and student is necessary for success in the classroom.”

FAIRNESS + SOCIAL JUSTICE = EQUITY

“Equity in the classroom can be defined as **giving students what they need.** When teachers truly listen to students and respect in the classroom is mutual between teacher and student, a productive classroom can be formed. Teachers feel good about the lessons they teach and students are engaged in learning.”



Source: The above information is from *Beyond Penguins and Polar Bears*:
<https://beyondpenguins.ehe.osu.edu/issue/polar-plants/creating-an-equitable-classroom-through-establishing-respect>

ASSIGNMENTS AND GRADING OVERVIEW

Students will NOT receive credit if they engage in any type of microaggressions! There will be no disrespectful, judgmental, degrading, bigoted or violent speech of any kind in this class. I uphold a ZERO tolerance policy for harassment, discrimination, or hate speech. You will be dropped from the course immediately.

If this is viewed or detected, please report these comments to your instructor at once. Your instructor will also perform random checks of all online discussions and chats to ensure online cultural safety.

Participation Overview:

In this course you have different types of requirements designed to assess your learning, apply your new knowledge, and contribute to our beloved community. Take time to reflect and deeply engage in these learning opportunities. Each activity is designed to help deepen your understanding and practice applying the materials presented in this course. Please take these activities seriously!

This class needs your active participation online. Each student must **post a “selfie”** or picture of themselves as part of your course introduction to build deeper community and respect. Next, plan to engage in all required discussions and complete weekly activities. Each student will be graded based on their participation within the discussions, and weekly activities in addition to core assignments.

Weekly Activities:

- There are weekly activity and discussions **worth 10 points each**, except for week 12 (finals week). You may earn a total of 220 participation points.
- Each week students will take part in 1 or 2 activities, based on the topic of the week. These activities count toward your participation points for this course.
 - Weekly class activities are accepted on a rolling basis, unless otherwise noted.
- ****If you wish for feedback or an opportunity to revise and resubmit, please turn-in your activity by the due date.**
- **Late assignments are always excepted.** However, you must actively communicate with your instructor if you are falling significantly behind to need more time or support.
- Every student receives an **automatic three-day grace period** (i.e., your work is not considered “past due” until three days after the due date).
 - **REMINDER:** If you do not want to miss out on points, you need to actively communicate with me, your instructor. I understand things happen and I want to support you in achieving the grade YOU want; let me know what's going on and why you might need more time for an assignment.

The youth unemployment rate is 3 times the unemployment rate of adults.

Find out more in
Global Issues: Youth

Weekly Discussions:

- Each week you will have one or two assigned discussion topics. These topics are based on the course materials; please reference the readings, media, etc. in your discussion when applicable.
- If you reference a class or outside citation, include the proper reference information.
- To receive full credit for the discussions, you must respond to at least one of your students' colleagues' posts, unless otherwise noted. Please take time to respond to each other thoughtfully and respectfully.
- **IMPORTANT Reminder:** Disrespectful engagement of any kind is not tolerated and may result in being dropped from the course. For everyone to learn, grow, and actively engage respect, kindness, and support is essential. If you have questions or concerns about this requirement, please contact your instructor at once.

Three Major Assignments:

You will have an opportunity to reflection on your learning and answer a series of questions on the presentations, reading, discussions, etc. throughout the course. Learning assessments in this course are referred to as your Major Assignments.

You will find detailed instructions for each assignment on canvas; below is a snapshot of the major writing assignments and respective deadlines:

→ Assignment 1: Due week 6

Conceptual Understanding & Self-Reflection Essay on Topics Week 1-6

→ Assignment 2: Due Week 9

This paper will focus on one of the **UN 17 Sustainable Development Goals** (SDGs). Once you have identified the goal you would like to focus on, please begin your research. Detailed instructions for how to organize your paper are supplied online.

→ Assignment 3: Due Week 12

Conceptual Understanding & Self-Reflection Essay on Topics Week 7-12

Grading Distribution:

Your grade is based on a point system. Your goal is to obtain enough points to achieve the grade **you** want. You can get an estimate of your grade at any moment during the course by adding up the points you've received and dividing that number by the number of points possible there have as to date.

Grading Scale: 90 to 100% = A range; 80 to 89% = B range; 70 to 79% = C range; 60 to 69% = D range; 59% or below = Fail

Assignments Overview	
<p>Class Participation & Activities</p> <p>Weekly participation includes discussions and weekly activities worth 10 points each; 20 points possible per week.</p>	220 points
<p>Submission I. Conceptual Understanding & Self-Analysis on Weeks 1-6</p> <ul style="list-style-type: none"> • Evidence of understanding and ability to apply key concepts. (50 points) • Reflections on learning and conceptual integration. (50 points) • Formatting: Cover page, references, etc. (25 points) • Academic Writing: Proof of plagiarism and editorial support/review (25 points) 	<p>Week 3</p> <p>150 points</p>
<p>Submission II. Research Paper on Global Sustainability Goal of Interest</p> <ul style="list-style-type: none"> • Ability to identify key issues and global implications (40 points) • Evidence of understanding; what, why, when, and how of the global issue you selected (20 points) • Ability to analyze related events, solutions, local impact, and evaluate credible sources. (40 points) • Formatting: Cover page, references, etc. (10 points) • Academic Writing: Proof of plagiarism and editorial support/review (10 points) 	<p>Week 6</p> <p>120 points</p>
<p>Submission III. Conceptual Understanding & Self-Analysis on Weeks 7-12</p> <ul style="list-style-type: none"> • Evidence of understanding and ability to apply key concepts. (50 points) • Reflections on learning and conceptual integration. (50 points) • Formatting: Cover page, references, etc. (25 points) • Academic Writing: Proof of plagiarism and editorial support/review (25 points) 	<p>Week 12</p> <p>150 points</p>
TOTAL POINTS POSSIBLE:	640 points possible

Unclean water and poor sanitation are the leading cause of child mortality.

Find out more in
Global Issues: Water

Extra Credit: You will have various extra credit options throughout the course. Extra credit ranges between 3- 10 points per activity. On special occasions, you will have opportunities for 15 - 20 points extra credit assignments.

Make sure to carefully review each PowerPoint, module, and announcement for "surprise extra credit" opportunities.

You **must** track your extra credit activities and the associated points. All extra credit submissions are due during week 12.

Artificial Intelligence (AI) Work Policy:

All assignments must be your own original work and not generated by ChatGPT or AI. If a student submits any AI produced work, they will receive a zero (0) for the assignment.

Helpful Reminders!

- Post your picture in "people" so others in the class can make your virtual acquaintance. ***REQUIRED***
- You will have weekly activities that count toward your participation points for this course.
 - If you want feedback, please submit your assignment within two weeks of respective day an activity is assigned.
 - Class activities are generally quick reflective activities to help you deepen your understanding of the current topic or themes that we are exploring.
- Active participation in this class means that you take part in discussions, complete your readings, stay engaged in the course material, and take part respectfully.
- You will have a weekly activity or a discussion except for week 12 (finals week).
- **ALL** extra credit is due week 12 and should include your extra credit tracker coversheet, available online.

THE GLOBAL GOALS For Sustainable Development



PREPARING YOUR BIG ASSIGNMENTS

For your three BIG Assignments, please follow these guidelines

- All papers must be typed. If you need help with technology, we have a computer lab available in the library. For more information, please visit: <https://www.deanza.edu/buscs/labs.html> (Links to an external site.)Links to an external site.
- Each page should include your first and last name in addition to the title of the assignment noted in the header or footer; 1-inch margins, 1.5 line spacing, and 12 pt. standard font.
- Please focus on *quality*, not quantity. You do not need to write over the minimum required pages, especially if you feel good about your contributions.
- Each paper must have proper source citations; you may use MLA, APA, or Chicago style for formatting your references. For help with formatting, please visit: <http://www.citationmachine.net> (Links to an external site.)Links to an external site.
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html (Links to an external site.)Links to an external site.
- Source citations are needed for any lecture notes, readings, class discussions, books, and other course materials.
- If you use more than two sources, you need to also include a Bibliography or Works Cited page.
- Referencing your sources properly is the best way to **avoid plagiarism!** If you are unsure how to quote an author, etc. use the links noted above, check-in with a peer, or make an appointment to speak with your instructor.
- Please send all written assignment to NetTutor, which you can access via canvas, or a similar editorial/proofreading service. More tools are available on canvas.
- Once you submit your papers for review you will receive a confirmation, which you are required to include with your final submission to your instructor.

- Please make sure to submit your drafts early because it may take up to 24-48 hours to receive input on your papers. If you send your proof of editorial review confirmation for activities other than your BIG Assignments, you will receive 3 points extra credit.

Proofread everything! Please ensure your paper is free of excessive grammatical errors, and of high academic quality.

Major **Global Issues** of Today's World



Food, Water and Energy

TIPS FOR SUCCESS

⇒ **WHAT DOES IT MEAN TO ANALYZE? WHAT IS AN ANALYTICAL ESSAY?**

- *Analyze (verb): to examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and interpretation. Discover or reveal (something) through detailed examination.*
- *ANALYTICAL ESSAY: Typically, an analytical paper presents an examination of an issue or problem or presents an opinion based on fact. The writer analyzes an issue, another piece of writing, an idea or a question by breaking the topic down into parts or areas that can be supported with various facts and that go together to convince the reader of the validity of the writer's opinion. Generally, three support areas are enough, although this will vary.*

⇒ **HOW TO WRITE AN “A” PAPER.**

- *Include a clear introduction with a strong thesis statement*
- *Have clearly written & focused paragraphs with fully developed ideas.*
- *Make sure similar ideas are grouped together.*
- *Thoughtful transitions between ideas.*
- *Citing sources for every source or evidence provided.*
- *A powerful conclusion that connects the paper together*
- *Correct formatting & free of major grammatical errors.*

⇒ **HOW TO CITE SOURCES:**

- *Please consult the following website link to aid you with your source citations:*
<https://owl.english.purdue.edu/owl/section/2/>
- *You may use MLA, APA, or Chicago style to cite your sources. Failure to properly cite your sources is considered **plagiarism** and could result in receiving a zero grade on an assignment.*



When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.

– Audre Lorde

FREQUENTLY ASKED QUESTIONS

1. **Due dates** are updated on the assignment page. For your weekly activities or discussions, you generally have a week from the date of posting to respond or submit your work.

→ Discussions close after ten days, unless otherwise noted. Activities remain open.

- If the deadline is extended and you have sent your work by the original due date, you will receive 5 points extra credit, which you should add to your extra credit tracker. Otherwise, if you *miss the deadline*, please contact your instructor at once about your circumstances and support needs.

2. You have the following **BIG Assignments**: 1.) Self-reflection and Conceptual Understanding Paper (weeks 1-6) **due** week 3; 2.) Midterm Research Paper on a Global Sustainability Goal **due** week 6; 3) and Self-reflection and Conceptual Understanding Paper (weeks 7-12) **due** week 12.

- These are IN ADDITION to your weekly participation (discussions) and activity points; this is detailed in your welcome module.

3. This class **does not** have any live or virtual required meetings. However, you can receive 5 points extra credit for scheduling a time to meet (in person, phone, online/virtually) with your instructor about your progress in the course.

4. Please make sure to check for new modules each **Monday after 5pm**. If modules are updated after they are opened, you will receive a notice. After the third week you will notice two modules will become available at a time, to help you manage your progress and work ahead, time allowing.

5. I have office hours online and by appoint at De Anza; office location is in Forum 6C. Online "office" hours/chat are held **Monday between 11-3pm** and by appointment; support meetings are held via chat or zoom conferencing.

- If you would like to schedule an in-person meeting, please send an email request to: keifferlewisveronica@deanza.edu.

6. Assignments are clearly shown (small icon with paper and pencil symbol) and include instructions, submission information, points, etc. If you cannot find the information you are looking for, I encourage you to **first check with one of your peers**. Please do support each other as you learn to navigate the online learning platform. And of course, you can always email your instructor.

7. Please make sure you use **NetTutor** or another recommended service for your BIG writing assignments due week 3, 6, & 12. Please make sure to supply proof of your submission by taking a picture, cut/paste email confirmation, etc.

8. You are not required to keep a journal in this class. However, I always recommend journaling as a means of self-care and reflection. The practice of keeping a **reflective journal** is a

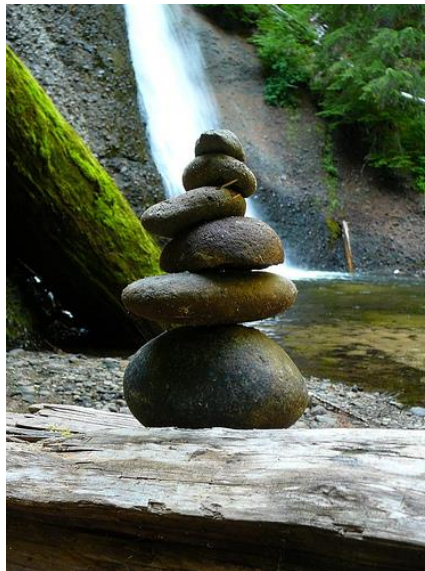
wonderful way to capture your growth, frustrations, concerns, hopes, and reflections in this class and beyond.

→ If you do keep a journal, you may choose to summarize your journal experience in a 1-page paper at the end of the quarter. You will not submit your entire journal but do include a picture of your journal along with your summary paper and your extra credit tracker. If you complete this activity, include **15 points of extra credit to your tracker**. Again, you are not required to submit your personal journal.

9. Discussions are an important part of this course and your learning. Please make sure to contribute each week and engage with your peers. Also, discussions do close after ten days; don't miss out on those points! If you miss the window of opportunity, you can make up those points with extra credit.

→ You will **NOT** receive credit if you engage in any type of micro-aggressions; disrespectful, judgmental degrading, bigoted or violent speech of any kind is not tolerated. **If this is viewed or detected, please report these comments to your instructor at once.**

→ Your instructor will perform random checks of all online chats and forms to ensure online cultural safety.



Remember, this class is about understanding and addressing global issues and thus, this class is a practice in problem solving, perspective taking, and restorative engagement.

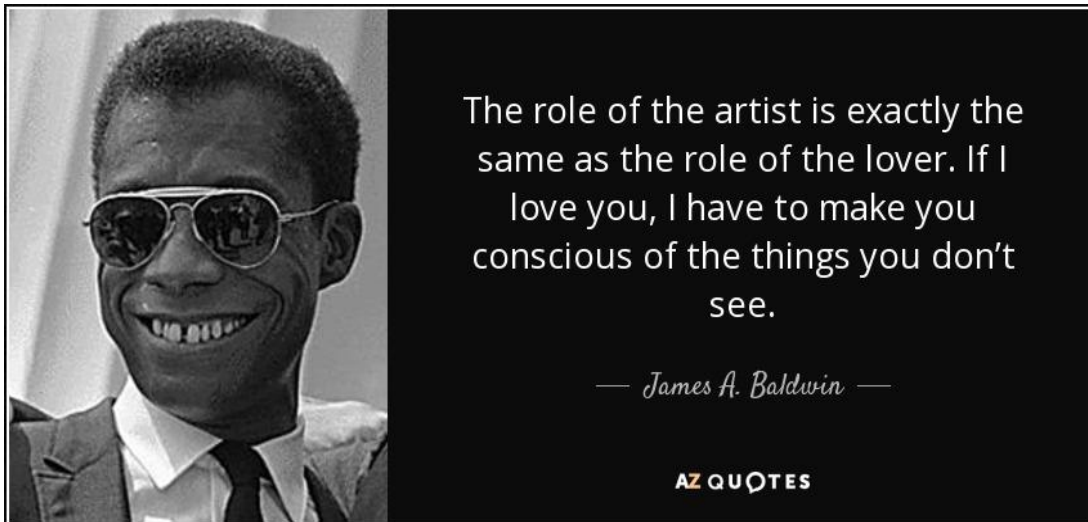
If you have questions, concerns, or frustrations please first, reach out to me so I can support you in your learning journey.

WRITING FOR SUCCESS

All Required Writing Assignments have specific writing guidelines that are detailed on canvas. Please read the instructions for your assignments carefully.

****If you do not have access to a computer, you are welcome to use one on campus in the library or Multicultural Center. Please let me know if you have technology needs ASAP.****

⇒ **Please talk to me if you have concerns or feel you have a special circumstance that might result in a required deadline extension.**



- ⇒ There is no minimum or maximum length needed, although I do supply guidelines or recommendations based on what I have found reflects exemplar quality papers. Regardless, the focus is always on your learning so please aim for quality, not quantity.
- ⇒ **Always Proofread.** Make sure your papers are free of excessive grammatical errors, misspellings, shorthand (“I” should be capitalized), and aim for high academic quality.
- ⇒ **Cited properly.** Each paper must have proper source citations. Source citations are needed for any lecture notes, readings, class discussions, books, and other course materials.) If you use more than two sources, you need to also include a Reference or Works Cited page.
- ⇒ **Avoid Plagiarism** by using a plagiarism checker (suggestions available on canvas). NetTutor is available through canvas and strongly encouraged; allow 24-48 hours for submission input.
- ⇒ If you use NetTutor (or a similar tool) for assignment where it is not required, you will receive 5 points extra credit., which you should note on your extra credit tracker form (available on canvas).

ACADEMIC FREEDOM 4190

Academic freedom encompasses the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth.

This freedom exists in all service areas, including but not limited to teaching, librarianship, counseling, coordinating and all faculty-student interactions. Academic Freedom is the bedrock principle of all institutions of learning and must be extended to all faculty regardless of their status as full-time, part-time, or probationary.



Source: North Lake College

Faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District, and in accordance with state laws and regulations. These rights and responsibilities include, but are not limited to, the faculty member's choice of textbooks and other course materials, assignments and assessment methods, teaching practices, grading and evaluation of student work, and teaching methods and practices.

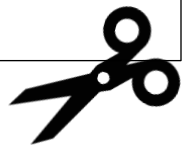


<p><u>Gender Neutral Bathrooms (GN)</u> are located in the East Cottage (ECOT-1), Multicultural Center (MCC), PE Quad 5 (PE5), and G Building (G).</p>	<p><u>Bullying Awareness Guidebook</u> was created to educate students about what bullying is, why it happens, and what they and administrators can do to prevent it.</p>
<p><u>Student Health Services</u> provides a variety of free and low-cost services to both male and female identified students, from physical exams to emergency contraception, flu shots to birth control.</p>	<p><u>Student Psychological Services</u> provides free, confidential psychological counseling to students. This service is NOT a 24-hour program. Please see one of the Off-Campus Resources listed below if you need attention outside of the hours provided by Psychological Services.</p>
<p><u>De Anza's Child Development Center</u> accepts children 18 months to five years of age. They serve families affiliated with De Anza College as well as the general public</p>	<p><u>Disability Support Services</u> assists students who have physical, psychological or other disabilities, vision, hearing impairments or ADD/ADHD.</p>

ADDITIONAL SUPPORT/RESOURCES



Make a button or cut and paste these ally symbols to your binder or computer and show your support!



Requesting and Receiving Accommodation(s) Under ADA

The Board of Trustees upholds that, for persons with disabilities, improving the access to educational and employment opportunities must be a priority. The Board of Trustees directs the administration to take the necessary actions to implement the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The Foothill-De Anza Community College District shall not discriminate against a qualified individual with a disability because of the disability with regard to employment or with regard to the provision of district programs, services and activities.

A person who is otherwise qualified may request accommodation related to his or her disability, provided that the accommodation does not impose an undue hardship on the district. The procedures for requesting accommodation are maintained in the President's Office, the Office of the ADA coordinator, and in the District Human Resources Office. The ADA coordinator for De Anza College is Michele LeBleu-Burns, dean of Student Development & EOPS, at 408.864.8218.

NOTE (OR TWO...) FROM DE ANZA:

Academic Integrity

De Anza College is committed to excellence in the pursuit of learning and academic achievement by its students. To further this goal, the college is committed to providing academic standards that are fair and equitable to all students in an atmosphere that fosters integrity on the part of student, staff, and faculty alike. The student's responsibility is to perform to the best of his/her potential in all academic endeavors. This responsibility also includes abiding by the rules and regulations set forth by individual faculty members related to preparation and completion of assignments and examinations. The submission of work which is not the product of a student's personal effort, or work which in some way circumvents the given rules and regulations, will not be tolerated. It is the responsibility of the faculty to clearly define the requirements and rules applicable to their courses for all students. An applicable paragraph of the California State Educational Code (#76130) is quoted:

“Code of Student Conduct: The college has an obligation to specify those standards of behavior essential to its educational mission and campus life. The following types of misconduct for which students are subject to disciplinary sanction apply at all times on campus as well as to any off-campus functions sponsored or supervised by the college: cheating, plagiarism or knowingly furnishing false information in the classroom or to a college officer.”

ANTIDISCRIMINATION POLICY

De Anza College is committed to equal opportunity regardless of age, gender, marital status, disability, race, color, sexual orientation, religion, national origin, or other similar factors, for admission to the college, enrollment in classes, student services, financial aid, and employment. The lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Any person seeking information concerning the laws and policies or filing a complaint because of alleged violations of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 (45CRF 86), and Sec. 504 of the Rehabilitation Act of 1973 should contact Michele LeBleu-Burns, dean of Student Development and EOPS, at 408.864.8828; or her designee. Any person seeking information concerning or filing a complaint because of alleged violations of the Americans with Disabilities Act of 1990 should contact Michele LeBleu-Burns, dean of Student Development & EOPS, at 408.864.8218; or her designee.

ATTENDANCE

Instructors determine individual class attendance policies, which are distributed to students at the beginning of each quarter. State guidelines also recommend that absences in excess of one week's class meetings may be considered excessive.

Faculty may drop students for excessive absences, which will contribute to the total allowable enrollment in a course. See Credit Course Repetition, Repeatability and Families (Active Participatory Courses) for regulations that govern the number of times a student may repeat a course and limitations that apply.

Absences on the First Class Meetings of the Quarter

Instructors may drop students automatically who do not show up to the first day of the class. If you are unable to attend for a legitimate reason, it is advisable to notify your instructor before the class meets. You can request that your place be held, though it is at the discretion of the instructor.

STUDENT RIGHTS & RESPONSIBILITIES

Student Rights & Responsibilities — policy AP 5500 under Article 5 for the Foothill-De Anza Community College District Board of Trustees policies — is being updated.

Student Handbook Contact:

De Anza's Student Handbook is managed by the Office of Student Development & EOPS, located in the Hinson Campus Center, lower level.

Please contact **Michele LeBleu-Burns**, dean of Student Development & EOPS, at lebleuburnsmichele@deanza.edu or 408.864.8218 with questions.

For additional information, please review the student handbook:
<http://www.deanza.edu/policies/academicintegrity.html>



Student Success Center:

Our Mission

The **Student Success Center** supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success.

We Provide

- Individual, group, and online tutoring in a variety of subjects
- Workshops on study skills, listening/speaking, reading/writing/grammar and other topics
- Course-specific Adjunct Study Skills courses
- Tutor training courses

Outcomes

After participating in Student Success Center programs for an appropriate amount of time, and within the context of each student's individual needs, students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance.

More information: <http://www.deanza.edu/studentsuccess/>

We Support You!

Resources for Undocumented Students

De Anza College is dedicated to providing education and a safe environment for all students, regardless of their immigration status. While there is a great deal of uncertainty and concern about U.S. government policy, De Anza is reaffirming its commitment to treat all students with equity and respect. This page will be updated regularly with information about on-campus programs and other resources for undocumented students.

Learn More:

<http://www.deanza.edu/students/undoc-students.html>



Grievance Procedures

Student grievance procedures provide every student with a prompt and equitable means of seeking an appropriate remedy for any alleged violation of his or her rights. For a copy of the procedures, consult the college catalog or visit the office of the dean of Student Development and EOPS on the lower level of the Campus Center. Students may also contact Michele LeBleu-Burns, the dean of Student Development and EOPS, at 408.864.8828.

For additional information, see the [Student Handbook Student Grievance Procedures](#) online.

Due Process Procedures and Student Conduct

Individuals who elect to become students at De Anza are by the board policies afforded certain rights and privileges and at the same time assume certain obligations as set down in the De Anza College Student Rights and Responsibilities Policy. The student looks to his/her college to protect these rights. The college, in turn, assumes that each student will adhere to acceptable standards of personal conduct. For additional information, refer to the college Student Rights and Responsibilities Policy. This document can be obtained from the De Anza College President's Office, Vice President of Instruction Office, Vice President of Student Services Office, and the Office of College Life (formerly Student Activities Office).



DeAnza College | FOOD PANTRY

The De Anza Food Pantry is open to all students who qualify!
Provided in collaboration with West Valley Community Services and Second Harvest Food Bank

www.deanza.edu/students/foodpantry



DeAnza College | FOOD PANTRY

Visit us in the Outreach Office!



For more information, email outreach@deanza.edu or call 408.864.8327
Students must meet the income guidelines for the Emergency Food Assistance Program (EFAP).
Visit www.edss.ca.gov for more information.

www.deanza.edu/students/foodpantry

Sexual Harassment Policy at De Anza

Members of a college community - students, faculty, staff and visitors - must be able to study and work in an atmosphere of mutual respect and trust. It is the policy of the Foothill-De Anza Community College District to provide an educational, employment and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by federal and state law. Sexual harassment may include, but is not limited to:

1. Conduct of a sexual nature that is explicitly or implicitly made a term or condition of an individual's employment or education.
2. A decision based on the submission to, or rejection of, a sexual advance.
3. Verbal or physical conduct of a sexual nature that interferes with an individual's performance or creates an intimidating work or educational environment.

Immediate action shall be taken against individuals determined to be in violation of this policy. Any individual who believes that he or she has been a victim of sexual harassment may file a complaint within one year of the date on which the complainant knew, or should have known of, the facts of the sexual harassment incident.

Complaints of sexual harassment filed by an employee of the district or a student, shall be referred and handled pursuant to the district's Administrative Procedures: Investigation and Resolution of Complaints Regarding Harassment and Discrimination. Such complaints should be directed to Michele LeBleu-Burns, dean of Student Development and EOPS, at 408.864.8828.

ON CAMPUS RESOURCES:

- ✚ Writing and Reading and Tutorial Skills Center, ATC 309, 864-5840
- ✚ Math/Science Tutorial Center, S43, 864-8683
- ✚ Counseling Center, 2nd floor Student & Community Services Bldg., 864-5400
- ✚ Transfer Center, 2nd floor Student & Community Services Bldg., 864-8841
- ✚ Career Center, 2nd floor Student & Community Services Bldg., 864-5711
- ✚ Disability Support Services, 1st floor Student & Community Services Bldg., 864-8753
- ✚ Financial Aid, Baldwin Winery Building, 864-8718
- ✚ Health Services, Lower level Campus Center, 864-8732
- ✚ Child Development Center, 864-8822
- ✚ Extended Opportunity Programs and Services, Lower level Campus Center, 864-8950

OFF CAMPUS RESOURCES:

Youth Resources

- **TSER www.transstudent.org**
- **Youth Space YouthSpace.org/resources/**

Domestic Violence

- La Isla Pacifica Crisis Line (Gilroy to Morgan Hill) - 1(408) 683-4118
- Next Door Crisis Line (San Jose area) - 1(408) 279-2962 (Spanish & English)
- YWCA of Silicon Valley (Palo Alto, Mountain View and Los Altos) - 1(800) 572-2782
- MAITRI (San Francisco Bay Area) - 1(888)-862-4874
- Asian Women's Home - 1(408) 975-2739

Rape Crisis Hotlines: YWCA of Silicon Valley - 1 (408) 287-3000 or (650) 493-7273

LGBTQ

- Billy Frank LGBTQ Community Center - 1(408) 293-2429
- LGBTQ Youth Space - 1(408) 343-7940
- Desi LGBTQ Helpline - 1(908) 367-3374
- The Trevor Project 24/7 Crisis Hotline - 1(866) 488-7386

Health & Contraception: Planned Parenthood San Jose - 1(408) 287-7526

CAMPUS SECURITY

De Anza's campus security is managed by the **Foothill-De Anza District Police:**
<http://www.fhdapolicy.org/>



IN CASE OF EMERGENCY From a campus phone: Dial 9-1-1

Dialing "9" before 9-1-1 from campus phones is NOT required.



From a cell phone: 408.924.8000

FOR NON-EMERGENCY ASSISTANCE: For non-emergencies, **call 650.949.7313 or dial extension 7-3-1-3 from campus phones when requiring police assistance:**

- to report non-violent crimes such as theft
- to report non-injury vehicle accidents
- to report minor disturbances such as loud music
- for assistance with unlocking doors, jump-starting a car, or obtaining a nighttime police escort
- to inquire about parking issues, fingerprinting, lost and found items, and general district police information.

When calling the non-emergency number, you will be given a choice to reach a Dispatcher 24 hours a day, 7 days a week, even when our campus offices are closed.