

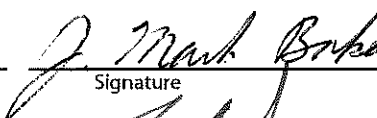
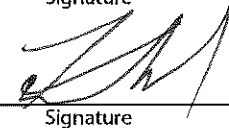

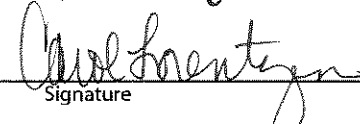
In accordance with the provisions of the Chancellor's Executive Order 1054, the President is responsible for assuring that appropriate consultation occurs prior to adjusting any fee and before requesting the chancellor to establish a new fee. To facilitate this process, please provide the information requested below.

I.	<b>Request to:</b>	<input checked="" type="checkbox"/> ESTABLISH a Campus Fee	<input type="checkbox"/> ADJUST a Campus Fee
II.	<b>Fee Type:</b> (Check each applicable box)	<input checked="" type="checkbox"/> Student Fee	<input type="checkbox"/> Non-Student Fee
III.	<b>Name of Fee:</b>	Environment & Community Graduate Program Field Course Fee	
IV.	<b>Fee Category:</b>	<input type="checkbox"/> Category II	<input checked="" type="checkbox"/> Category III
		<input type="checkbox"/> Category IV	<input checked="" type="checkbox"/> Category V
	For fee category definitions see Executive Order 1054 at <a href="http://www.calstate.edu/eo/EO-1054.html">www.calstate.edu/eo/EO-1054.html</a>		
V.	<b>Current Fee:</b> \$ N/A	per	N/A
	<b>Proposed Fee:</b> \$ 300	per	student enrolling in EC 630
VI.	<b>Proposed Effective Date:</b> ASAP		

VII. REQUIRED: Attach a short narrative describing the fee, why you propose to charge the fee, and the types of expenses the revenue from the fee will be used to cover.

VIII. Authorization, if applicable (for proposed fees only).  
Examples of authorization include CSU Executive Order, California Education Code, Title 5, etc.

IX. REQUIRED Budget: Complete the **Financial Data Sheet Supporting Student Fee Request** form on page 2 and attach it to this request.

X.	Submitted by:	J. Mark Baker		1/30/15	826-3907
		Dept. Representative Name	Signature	Date	Phone
XI.	Approved by:	Ken Ayoub		2/3/15	24492
		Dean / Director	Signature	Date	Phone
		Jenny Zorn		2/5/15	3722
		Vice President	Signature	Date	Phone
XII.	Reviewed By:	Carol Terry Lorentzen		2/17/15	826-5728
		Assoc. Vice President, Business Services	Signature	Date	Phone

Final review and recommendation will be made according to Executive Memorandum EM:P01-05 Student Fee Advisory Committee

Required documents for submission of proposal:

- (1) Fee Request Form signed by divisional Vice President
- (2) Descriptive narrative of fee
- (3) Financial Data Sheet

Academic Affairs

FEB 3 2015

Route all required documents to Dean/Director, Vice President, then Associate Vice President of Business Services.  
For questions regarding fees proposal, call Carol Terry Lorentzen, 826-5728.

# HUMBOLDT STATE UNIVERSITY

## Financial Data Sheet Supporting Student Fee Request

Name of Fee: Environment & Community Graduate Program Field Course Fee

Current Fee	Proposed fee <sup>2015-16</sup>	Year 1 <sup>2016-17</sup>	Year 2 <sup>2017-18</sup>	Year 3
	300	400	400	400

Current # of students	Estimated #of students/others that will be assessed this fee		
	13	14	14

	<b>Historical Data</b> <small>(for fee Increase proposal)</small>	<b>Prospective Data</b> <small>(2 years for fee increase; 3 years for new fee)</small>		
Fiscal year		2015-16	2016-17	2017-18
SFAC requires one complete year of historical data for a fee increase proposal. Enter the most recent complete year. For example, if this was November of Fiscal Year 2012-2013 (July 1, 2012 to June 30, 2013), then you would enter the year 2011-2012 in column B (because the 2012-2013 data is not a complete year of data yet).		SFAC requires TWO years of prospective data for a FEE INCREASE PROPOSAL and THREE years of prospective data for a NEW FEE PROPOSAL. Enter year on new fee. For example, if this was November of Fiscal Year 2012-2013, you'd enter 2013-2014 in the first column representing the first year budget for the new fee. Then enter 2014-15 for the 2nd year, and 2015-16 for the 3rd year.		

### Revenue Type

E&C Graduate Program Field Course Fee		3,900	5,600
<b>Total Revenue: \$</b>		<b>3,900</b>	<b>5,600</b>

### Expenditure Type (List typical categories of expenditure costs for the program--salaries, benefits, travel, supplies, rental of meeting room, etc.)

Field Institute staff wages (prep & field time)		1,870	3,400
presenter stipends (community members' time)		250	250
food		1,300	1,400
lodging		380	450
staff travel, mileage		100	100
<b>Total Expenditures: \$</b>		<b>3900</b>	<b>5600</b>
<b>Net (Revenue minus Expenditures)</b>		<b>0</b>	<b>0</b>

**NOTE:** NEW student fees requests need to be supported by three years of prospective data. Student Fee ADJUSTMENT requests need to be supported by one year of historical data and two years of prospective data.

Please note below the chartfield string where existing fee and expenditures are recorded.

FUND	DEPT ID	PROGRAM	CLASS	PROJECT

**EXECUTIVE  
DIRECTOR**

Cassie Pinnell

**BOARD OF  
DIRECTORS**

Hezekiah Allen

Sarah Balstar

Flora Brain

Kelton Chambers

Clarence Hagmeier

Eoin Kelly

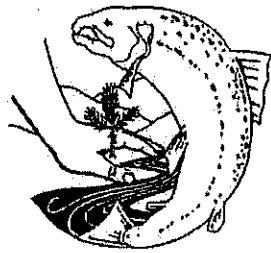
Loren Miller

Michele Palazzo

Charlie Schuttloffel

Claire Trower

John Williams



**Mattole Restoration Council**  
www.mattole.org

Main Office  
PO Box 160, Petrolia, CA 95558  
Ph: (707) 629-3514  
Fax: (707) 629-3577  
mrc@mattole.org

**Explanation Regarding the Environment & Community Graduate Program Field Course Fee**

The Environment & Community Graduate Program is partnering with the local nonprofit Mattole Restoration Council (MRC) for the purpose of the MRC's Mattole Field Institute providing a required fall semester field course for E&C graduate students.

This course is an opportunity for E&C students to experience and explore the linkages between community well-being and natural resource use in a field setting, with facilitation and instruction provided by experienced local professionals. Important theoretical concepts will be illustrated, including: 1) sense of place and the importance of cultural, political, economic, and ecological institutions and processes in contributing to sense of place; and 2) interactions of community capacity, resilience, and attachment with natural resource use.

The Mattole Field Institute's provision of said course incurs direct expenses; it is a self-supporting program of the Mattole Restoration Council. Revenue from the Environment & Community Graduate Program Field Course Fee would cover direct expenses such as labor, food, and lodging that are required components of the field course (see attached budget for details). The fee would be passed through HSU to the Mattole Restoration Council.

Sincerely,

Flora Brain  
Mattole Field Institute Coordinator  
Mattole Restoration Council

Narrative Description of the Proposed Fee Increase for EC 620 Natural Resource Use and Restoration in the Mattole Basin, a new graduate seminar required for all first semester Environment and Community M.A. in Social Science graduate students  
(Mark Baker, February 5, 2015)

The E&C graduate program has developed this new graduate seminar in conjunction with the Mattole Field Institute. The seminar is a five day intensive field-based course in the Mattole watershed. The proposed fee will cover the costs the Mattole Field Institute will incur by supporting this course. Core E&C faculty member Erin Kelly (Forestry Dept.) will be the instructor for the course; the Mattole Field Institute will provide the local support, such as food, lodging, and coordinating and arranging meetings and interviews with diverse local professionals over the duration of the course. E&C graduate program faculty members have been working closely with the Mattole Field Institute staff person Flora Brain (herself an alum of the E&C program) to develop this course over the last one and a half years. The Mattole Field Institute is able to partially subsidize the costs associated with the course for the first year as it has a grant to help develop such collaborative educational opportunities. As the form indicates, when the grant concludes after one year, the student fee will increase by \$100. The financial aid office will include this course fee in calculating educational expenses and determining financial aid awards for our graduate students.

This course has been developed in response to E&C graduate student requests for 1) more field-based components within the E&C graduate program, 2) more opportunities for students to interact with local groups and people involved with community-environment issues, and 3) more interaction with E&C faculty and students outside the formal classroom context. E&C faculty have worked closely with Erin Kelly and Flora Brain on the structure and content of the course. Please find a draft course syllabus appended to this note and feel free to contact program coordinator Mark Baker ([jb141@humboldt.edu](mailto:jb141@humboldt.edu); x3907) if there are any questions about this fee request.

## Mattole Field Institute: Natural resource use and restoration in the Mattole Basin

**Fall 2015 – 3 credits; Student Fees: \$300**

The Mattole Field Institute provides opportunities for people interested in watershed restoration to learn through hands-on experiences about natural resource practices and principles. The Mattole watershed is home to a long-standing collaborative effort led by three community organizations – the Mattole Restoration Council, Mattole Salmon Group, and Sanctuary Forest – with support from numerous state and federal agencies. The Field Institute has created courses centered on projects implemented by these groups to give students a rare opportunity to learn from practitioners about natural resource management and restoration.

This course is designed for graduate students in the Environment and Community program at Humboldt State University, to integrate socioeconomic questions and research with natural resource issues in the Mattole watershed. This course will consist of readings and one day-long meeting prior to the field trip, a 5-day field trip to the Mattole Watershed, and one half-day meeting subsequent to the field trip.

### Theoretical framework of the course

This course is an opportunity for E&C students to experience and explore the linkages between community attachment and natural resource use in a field setting. Important theoretical concepts will be illustrated, including: 1) sense of place and the importance of cultural, political, economic, and ecological institutions and processes in contributing to sense of place; and 2) interactions of community capacity and attachment with natural resource use. Most of these concepts will be explored through Mattole-based readings, though students will be expected to supplement these readings with academic articles for their final projects.

### Prior to the field trip

The course will begin with assigned readings in early August. Readings will introduce students to theories and case studies on: 1) community change and well-being, focusing on resource-dependent communities; and 2) community and place attachment and relationships to identity. Students will produce journal entries for each reading, and bring these journals along on the field trip. On Sunday, August 9, students will meet with faculty from Humboldt State University (Dr. Kelly and, possibly, Dr. Richmond) for one day of lectures on the Humboldt State campus to discuss the assigned readings.

### Field trip

The 5-day field trip to the Mattole and surrounding areas will begin Monday, August 10. Students will engage with landowners, restorationists, community leaders, and local historians to learn about the relationships between natural resource management and community well-being, and about the importance of natural resource to local livelihoods and culture. Details for the field trip are below.

### Following the field trip

Dr. Kelly (and possibly Dr. Richmond), as well as staff from Mattole Restoration Council and others who participate in the field trip, will be available to provide feedback on student projects. Projects are 8-10 page essays, drawing on both academic literature and interactions and experiences during the Mattole field course. Students could use their experiences during the field trip either to illustrate or expand upon readings, or could contrast lessons from their field experiences with expected study locations. Each student will present a synopsis of their essays – findings and thoughts about the course – during one final half-day meeting in late September.

### ***Course objectives:***

Students will:

- 1) Learn about the economic feasibility and ecological impacts of timber harvests, ranching, ecological restoration, and marijuana cultivation and how these have changed over time;
- 2) Learn about the challenges posed by regulatory frameworks and economic constraints for implementing restoration projects;
- 3) Link natural resource management with community infrastructure and capacity, including education; and
- 4) Interpret natural resource management and community change through sociological academic theory.

### ***E&C learning outcomes, as related to the above course objectives:***

Objective #1 above: this will achieve E&C Learning Outcome #1 by enabling students to analyze the social and environmental implications of the political and economic institutions surrounding natural resource industries, including both traditional (timber, ranching) and non-traditional (restoration, marijuana) industries. In addition, students will gain experience analyzing the environmental and social implications of local environmental organizations.

Objective #2 above: Learning about the challenges posed by economic and cultural context for communities that are isolated, natural resource-dependent, and attempting to restore degraded landscapes will increase students' ability to analyze issues of class, culture, place and power, thereby addressing E&C Learning Outcome #2. Students will become familiar with the importance of accessing landscapes, markets, knowledge, and capital in order to maintain livelihoods in rural communities.

Objective #3 above: Linking natural resource management with community infrastructure and capacity will increase students' understanding of ecological processes and their relevance to environment and community relationships (E&C Learning Outcome #3). In addition, it will provide opportunities for students to apply diverse approaches to social science research and action (E&C Learning Outcome #4).

Objective #4 above: Interpreting natural resource management and community change through sociological academic theory will prepare students for conscientious careers in educational, governmental, community and environmental organizations (E&C Learning Outcome #6).

The proposed course will also provide opportunities for students to gain experience in civic engagement (E&C Learning Outcome #5) via the multiple daily opportunities to interact directly with local residents and organizations; see the weekly itinerary below for details.

As an EC course created for inclusion in the Socio-Cultural Emphasis curricular area, this course will:

1. provide an understanding of the categories of class and place, with potential opportunities to also explore gender roles, including their social construction and varied intersections. Explanation: This course will provide a case study in which to arrive at deepened understandings of the categories of class, gender, and place. Investigating the social constructions of class, gender, and place as intersecting influences operative within forestry, ranching, marijuana, and restoration industries will illuminate these categories for students.

2. explore the role of culture and its production/reproduction. Explanation: By meeting extensively with community members entrenched in the various resource industries, students will explore the production, reproduction, and role of culture in these diverse industries. Students will walk away with increased understanding and appreciation for the influence of culture; such understanding may prove valuable to their studies regardless of whether they may be focused on rural or urban issues.
3. cultivate critical reflexivity and a willingness to entertain multiple epistemologies and to explore other subjectivities/emic perspectives. Explanation: Students in this course will be asked to critically reflect on their own subjectivities in relation to those of the people they meet with.
4. explore historical processes behind and the global dimensions of contemporary issues. Explanation: This course will explore the roots of rural poverty and natural resource (de)valuation as the basis for many of the challenges faced by the people students will meet. This course will also give students a firm understanding of the historical, political processes influencing natural resource use in the region today. Students will be able to use the material from this course as an example of how to understand historical, political and global factors exerting considerable force upon local places; this case study can thus serve students interested in a wide array of research areas.
5. study how environmental perceptions and values are produced, reproduced and changed by culture. Explanation: By meeting with members of at least 4 intersecting communities (logging, ranching marijuana growing, and environmental/restoration) and directly observing their discourses and various cultures, students will gain a deepened understanding of how culture has previously influenced and today influences environmental perceptions and values.

While this course focuses on the surface on rural communities and natural resources, it contains essential linkages to topics such as class and gender, globalization, community formation, and environmental health. It is designed to provide a detailed look into rural community and natural resource issues, while illuminating related topics for students more interested in predominantly urban issues. With a fundamental emphasis on investigating who has (and does not have) access to resources, this course will serve a broad array of E&C students.

### ***Schedule:***

#### **Pre-trip meeting (August 9): Arcata (HSU)**

We will have a pre-trip meeting to introduce ourselves and our interests, discuss the readings and how to access additional readings, talk about the syllabus and learning objectives, and prepare for the upcoming field trip. The meeting will take place at the HSU campus.

#### **Day 1 (August 10): Arcata → Lower Mattole River Valley**

In the early morning, we will leave Arcata and travel to the lower Mattole Valley. We will take a short hike to the mouth of the Mattole River with a discussion of how forest health relates to salmon habitat and fishery productivity. Lunch will be shared with community leaders and representatives of the Mattole Valley Family Resource Center, who will discuss natural resource and community development, and community changes over time. The value of this experience will be enhanced understanding of the intersections between natural resource industries and rural social health. In the afternoon, we will hike with local residents who were instrumental in the protection of the Mill Creek Forest. The value of this experience will be a gained empirical understanding of Mattole forest ecology, and the politics of forest utilization and conservation. At the day's end, we will set up camp at A.W. Way County Park. An evening session with faculty will prompt students to reflect on and begin to relate their experiences to the literature. Through writing prompts, students may begin to explore their own interests in research projects.

#### **Day 2 (August 11): Middle Mattole Valley: Wilder Ridge forests**

In the morning we will tour with landowners of one of the area's largest private forestlands: we will walk the forest, hear landowners' history of the land, thoughts on timber harvest, regulations, and changing patterns of forest land use in the area (i.e. marijuana culture). Lunch will be shared with this landowner. The value of this experience will be exposure to the perspective of a family who has been on the land for multiple generations and witnessed changes in land use, forest regulation, and community. Additionally, students will gain valuable experience/practice in interviewing. In the afternoon, we will visit a Program Timber Harvest Plan site with a landowner and staff of the MRC's Forest Practices Program. The value of this experience will be enhanced understanding of the new regulatory framework provided by the Mattole PTEIR (Programmatic Timberland Environmental Impact Report), its associated economic opportunities and ecological criteria, as well as an understanding of the benefits (social and ecological) that flow from forestland owners' increased ability to avoid subdivision and sale of their lands. Students will have an increased understanding of the potential for place-based regulatory programs such as the Mattole PTEIR to benefit forests, communities, and economies, as well as limitations and obstacles to the creation of such programs. Evening roundtable in the campground with diverse old-timers, individuals active in both forest conservation and logging/building communities; student opportunities to ask questions, practice data collection techniques. The value of this activity would be to hear different perspectives on the use of forestlands. Return to A.W. Way County Park.

### **Day 3 (August 12): Lower Mattole Valley → Whitethorn**

We will travel in the morning to the headwaters of the Mattole. There we will visit with staff of Sanctuary Forest: learn about this local land trust's conservation efforts in the Mattole headwaters. Lunch will be in an old growth redwood forest with Sanctuary Forest staff, with opportunities for students to practice interviewing techniques. In the early afternoon we will tour a recently conserved Lost Coast Forestlands, LLC parcel: meet with rep from Lost Coast Forestlands and/or the professional forester who previously owned the property, while touring the forest and discussing conservation investment. The value of this activity will be heightened understanding of trends in conservation investment, as well as understanding changes to communities and local economies when urban capital enters rural places. A late afternoon session with faculty will link lessons from the field to the sense of place literature, and/or further explore students' research ideas. Return to the A.W. County Park.

### **Day 4 (August 13): BLM Leased Ranching Lands**

In the morning we will spend some time with journals and in discussion of what we have learned. We will share lunch with a cowboy who has been leasing BLM land for cattle, and discuss the local history of ranching and the present-day natural resource economies of the region. After lunch we will visit a watershed restoration project, and discuss how ranching practices can be integrated with land restoration. A guided discussion in the early evening will help students explore their understandings of the various perspectives encountered along the trip, and incorporate these understandings with assigned readings. On their own, students will start putting together ideas for their final projects, including a rough draft of an outline.

### **Day 5 (August 14): Petrolia → Scotia → Arcata**

In the morning we will have small-group discussions of students' project outlines and faculty will assist with possible literature review ideas. We will then drive to the old company town of Scotia for lunch. We will visit Humboldt Redwood Company's mill in Scotia and tour with the town manager to discuss the town's history and its future. We will return to Arcata by the afternoon of Day 5.



## Post-Course Projects

Students will have meetings with faculty from across the E&C program, based on research interests and guidance from course faculty. Through these meetings and self-guided exploration of literature, students will complete essays. All students will meet at a date to be determined in late September to present essay topics and discuss lessons learned from the course and how to integrate these lessons into their graduate projects.

*Note: Classes begin August 17*

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Readings to be completed prior to the course – all readings to be shared with students electronically, with the exception of the required text Totem Salmon

Beckley TM. 2003. The relative importance of sociocultural and ecological factors in attachment to place. Gen. Tech. Rep. PNW-GTR-566. In Kruger LE (ed.) Understanding community-forest relations. Portland, OR: USDA, Forest Service, Pacific Northwest Research Station. Pp. 105-126.

Brandenburg AM, Carroll MS. 1995. Your place or mine? The effect of place creation on environmental values and landscape meanings. *Society and Natural Resources* 8: 381-398.

Brehm JM. 2007. Community attachment: the complexity and consequence of the natural environment facet. *Human Ecology* 35: 477-488.

Hamilton LC, Hartter J, Safford TG, Stevens FR. 2013. Rural environmental concern: effects of position, partisanship, and place. *Rural Sociology* 79(2): 257-281.

Stedman RC. 2003. Is it really just a social construction? The contribution of the physical environment to sense of place. *Society and Natural Resources* 16(8): 671-685.

### Mattole-specific literature:

Bernard T. 2010. Healing relationships, healing landscapes: the Mattole Valley, California. In *Hope and hard times: Communities, collaboration and sustainability*. Gabriola Island, BC: New Society Publishers, 2010, p. 165-185.

House F. 2000. *Totem salmon: Life lessons from another species*. Boston, MA: Beacon Press.

Lang J. 2008. Reflections on the iridescent one. *Cultural Survival* 32.4.

Zuckerman S. 1997. Thinking like a watershed: Mattole River of California. In *Watershed Restoration: Principles and Practices*. Bethesda, MD: American Fisheries Society, p. 216-234.

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**Required Minimum/Maximum Enrollment:** A minimum of 6 students are necessary in order to maintain the reduced fee of \$300 per student. The maximum group size is 12 students.

**Food:** Dinners will be provided. Students will be responsible for their own breakfasts and lunches (although many lunches will be arranged and shared with community members).

**Transportation and Parking:** An HSU van is reserved through Plant Operations. A defensive driving card is required for the driver(s).

**Security:** We do not foresee any major security issues. However, basic precautions will include: discouraging valuable items from being brought to the course and/or securing valuable items in locked vehicles.

**Medical issues:** All participants should inform staff of any allergies or medical conditions. Precautions will be taken as necessary. In addition the Petrolia, Honeydew, and Whitethorn Fire Departments will be on call for response to more serious medical emergencies.

**Staffing:** The course will be led by staff members from the Mattole Restoration Council. Support will also be provided by Sanctuary Forest, Mattole Salmon Group and BLM. Students will be supervised from 8:30 AM-6:00 PM by one or more staff supervisors.

**Emergency response and notification:** Petrolia, Honeydew, and Whitethorn Fire Departments will be informed of the course so they are ready to respond. In addition a satellite phone will be at the campsite for the duration of the program to ensure students and staff are able to reach emergency responders if need be.