

# ESYS 102 The Solid and Fluid Earth

Winter 2025 - Prof. Jennifer Haase

**Lectures:** Tuesday, Thursday 3:30 pm to 4:50 pm Cognitive Science Building – Main 001  
**Office hours:** Tuesday 5:00-5:50 pm - CSB 114 (TBC)

**Sections:** Justin Han [jhh003@ucsd.edu](mailto:jhh003@ucsd.edu)  
A01: Wednesday 9:00-9:50 am CENTR 217A  
A02: Wednesday 10:00-10:50 am YORK 3000A

**Sections:** Tatiana Sihpol [tsihpol@ucsd.edu](mailto:tsihpol@ucsd.edu)  
A03: Friday 12:00-12:50 pm CENTR 217A  
A04: Friday 1:00-1:50 pm CENTR 205

**Final Exam:** Location to be assigned  
Tuesday 3/18/2025 3:00-5:59 pm



## Course Information

“The beginning of all sciences is the astonishment that things are what they are.”  
- Aristotle

### ESYS 102. The Solid and Fluid Earth (4 credits)

Earth’s dynamic physical systems interact in complex ways with profound impact on our environment. Processes such as volcanism and weathering enable geochemical exchange between solid and fluid (ocean and atmosphere) systems. Sea level and climate changes interface with tectonic processes.

**Prerequisites:** MATH 10A or MATH 20A, CHEM 6A, PHYS 1A or 2A, or consent of instructor if taken concurrently.

### Course Credit

*4 credits = 2 x 1.5 hours lecture plus 1 x 1 hour discussion section*

*Expectations: 8 hours of outside work by the student. Guidelines: 2 hours reading, 2x2 hours homework, the remainder studying for exams.*

### Instructor

*Prof. Jennifer Haase*

*Office: 319 Munk Laboratory,*

*Institute of Geophysics and Planetary Physics (IGPP),  
Scripps Institution of Oceanography.*

[jhaase@ucsd.edu](mailto:jhaase@ucsd.edu)

*Office hours: Tuesdays 5:00-6:00 pm CSB114*

*Additional Office hours: SIO Munk Lab 319 by appt.*



## About the Instructor

Professor Jennifer Haase is a geophysicist and atmospheric scientist who has developed and implemented Global Navigation Satellite System (GNSS) observation techniques for remote sensing of the atmosphere and the Earth, with the long term goals of improving societal resilience to natural disasters. She has more than 25 years of experience in GNSS science in a diverse range of applications in both the private sector and academic research environment. She works in two broad research areas: 1) Earthquakes, seismic hazard, and tsunami hazard, 2) hazards from severe weather using GNSS signals as a remote sensing technique from aircraft, 3) climate science using stratospheric balloons. She comes from Scripps Institution of Oceanography at University of California San Diego, where she and her team have recently executed the first measurements of equatorial waves using radio occultation observations from stratospheric superpressure balloons. She has been heavily involved in the study and forecasting of Atmospheric River storms and hurricanes using radio occultation observations from aircraft.

Haase received her bachelor's in geophysics from California Institute of Technology and her PhD in Earth science from Scripps Institution of Oceanography.

Having started an education in geoscience, and then branched out to atmospheric science, and having worked in both the private and academic sector, she has a particular appreciation of the value of a broad interdisciplinary view of the Earth system.

## Connecting with Students

Prof Haase attended Caltech in a challenging environment in 1981-1984 when there was 1 woman for every 7 men studying science and preparing for scientific careers. Since then, there have been many advances towards expanding opportunities to a more diverse population that is more representative of the state of California. Prof. Haase is invested in helping students take full advantage of those opportunities. UCSD promotes student interactions with faculty through the "Take a professor for coffee" program offered through the dean of your college.



## Piazza

This term we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates, the TAs, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Piazza. If you have any problems or feedback for the developers, email [team@piazza.com](mailto:team@piazza.com).

Find our class signup link at: [https://piazza.com/ucsd/winter2025/esys102\\_wi25\\_a00](https://piazza.com/ucsd/winter2025/esys102_wi25_a00)

## Emails

If you need to send a question by email, it should be mailed VIA CANVAS to ALL THREE of the instructional team, Prof. Haase and the two TAs, to assure that if it cannot be covered by your section TA, one of the others can help. Any questions concerning class material should be submitted to Piazza. Please email any other questions/concerns specific to an individual's situation to arrange for additional office hours to discuss. Grades will not be discussed by e-mail

except to arrange for an in-person meeting with one of the instructional team. Requests to revise a grade will include a review of the entire submission, and may result in finding grading errors not in favor of the student.

## Teaching Assistants

Justin Han [jhh003@ucsd.edu](mailto:jhh003@ucsd.edu)

### **Sections:**

A01: Wednesday 9:00-9:50 am CENTR 217A

A02: Wednesday 10:00-10:50 am YORK 3000A

### **Office Hours:**

Wednesdays 12:30-1:30 pm – Vaughan 215 at SIO

Fridays 1:00-2:00 pm - <https://ucsd.zoom.us/j/5735565363>

### *About Justin:*

*I am a first-year Master's student in Chemical Oceanography at SIO, working with Dr. Sarah Aarons. I graduated from UCSD/SIO in 2024 with a degree in Environmental Systems. My graduate research is focused on low-temperature and aqueous geochemistry. Specifically, I am interested in using non-traditional stable isotope systems to infer changes in Earth's climate over ancient times.*

Tatiana Sihpol [tsihpol@ucsd.edu](mailto:tsihpol@ucsd.edu)

### **Sections:**

A03: Friday 12:00-12:50 pm CENTR 217A

A04: Friday 1:00-1:50 pm CENTR 205

### **Office Hours:**

Wednesdays 9:00 to 10:00 - Vaugan 300 at SIO

Locations: on campus and zoom

<https://ucsd.zoom.us/j/94761364762>



### *About Tatiana:*

*I am a second-year Master's student in Geoscience at SIO working with Dr. Margo Odium. My research is focused on microstructural analysis and U-Pb accessory mineral dating of ductile mid-crustal shear zones and upper crustal faulting in western North American metamorphic core complexes to test models of their formation. My field area is the Chemehuevi Mountains located north of Lake Havasu, SE CA and I am looking forward to a career in academia.*

## Course Learning Outcomes

Upon completion of this course, learners will be able to:

- Understand how Earth observations are made
- Interpret the nature of Earth System processes from the observations
- Make quantitative and conceptual models of Earth System processes
- Use the model to predict Earth System outcomes
- Communicate and apply the knowledge for societal benefit

In particular, a primary Earth System learning outcome is understanding the Carbon Cycle and the factors that affect the relationship between CO<sub>2</sub> and Earth's temperature, as an example of how observations and theory can be combined to assess and predict Earth's future. The ability to estimate how things evolve in the future creates opportunities to use that knowledge to mitigate climate change for societal benefit.

## Course Schedule

The content of the lecture schedule and exact number of homework assignments is subject to change with reasonable notice given.

	Date	Lecture	Topic	Homework due
Monday	1/6/25		Discussion Sections are being held this week	11:59 pm on
Tuesday	1/7/25	1	Introduction/Earth System Science Ch1-2	
Wednesday	1/8/25			
Thursday	1/9/25	2	Earth System Science Ch1-2	
Friday	1/10/25			
Monday	1/13/25			Ch1-2 Hwk
Tuesday	1/14/25	3	Global Energy Balance Ch 3	Ch1-2 in class quiz
Wednesday	1/15/25			
Thursday	1/16/25	4	Global Energy Balance Ch 3	
Friday	1/17/25			
Monday	1/20/25		MLK day	Ch3 Hwk
Tuesday	1/21/25	5	Atmospheric Circulation Ch 4	Ch3 in class quiz
Wednesday	1/22/25			
Thursday	1/23/25	6	Atmospheric Circulation Ch 4	
Friday	1/24/25			
Monday	1/27/25			Ch4 Hwk
Tuesday	1/28/25	7	Plate Tectonics Ch 7	Ch4 in class quiz
Wednesday	1/29/25			
Thursday	1/30/25	8	<b>In class Midterm 1 exam (through Ch4)</b>	
Friday	1/31/25			
Monday	2/3/25			Ch 7 Hwk
Tuesday	2/4/25	9	Ocean Circulation Ch 5	Ch7 in class quiz
Wednesday	2/5/25			
Thursday	2/6/25	10	Ocean Circulation Ch 5	
Friday	2/7/25			
Monday	2/10/25			Ch5 Hwk

Tuesday	2/11/25	11	The Cryosphere Ch 6	Ch5 in class quiz
Wednesday	2/12/25			
Thursday	2/13/25	12	Carbon and Nutrient Cycles Ch 8	
Friday	2/14/25			
Monday	2/17/25		President's day	Ch6 Hwk
Tuesday	2/18/25	13	Carbon and Nutrient Cycles Ch 8	Ch 6 in class quiz
Wednesday	2/19/25			
Thursday	2/20/25	14	Long-Term Climate Regulation Ch 13	
Friday	2/21/25			
Monday	2/24/25			Ch8 Hwk
Tuesday	2/25/25	15	Pleistocene Glaciations Ch 15	Ch 8 in class quiz
Wednesday	2/26/25			
Thursday	2/27/25	16	<b>In class Midterm 2 exam (Ch5 - Ch8)</b>	
Friday	2/28/25			
Monday	3/3/25			Ch 13-15 hwk
Tuesday	3/4/25	17	Global Warming Part 1 Ch 16	Ch 13-15 in class quiz
Wednesday	3/5/25			
Thursday	3/6/25	18	Global Warming Part 2 Ch 17	
Friday	3/7/25			
Monday	3/10/25			Ch 16-17 hwk
Tuesday	3/11/25	19	Strategies for slowing global warming Ch 18	Ch 16-17 in class quiz
Wednesday	3/12/25			
Thursday	3/13/25	20	Guest Lecture	
Friday	3/14/25			Ch 18 hwk
Monday	3/17/25			
Tuesday	3/18/25		<b>In class Final Exam (Ch13-Ch18) (3-5:50 pm)</b>	

## Course Materials and Tools

### Required Textbook:

*The Earth System, Edition 4, Kasting, Kump, and Crane*  
 Available at the bookstore or find the ebook here (\$92.40):

<https://he.kendallhunt.com/product/earth-system>

## Technology Requirements

*A calculator will be required (not phone). Phones, laptops, or tablets can be used for in class polling/quizzes on canvas. Please see resources below for assistance with access to technology.*

Laptop computer policy: Students are encouraged to bring laptops or tablets to lecture for note-taking purposes and class participation activities ONLY. Please see this research study that shows “multi-tasking” on computers is likely to decrease your grade, but it also decreases the grades of people around you who can see your screen\*! For this reason, we ask that you do not flip between lectures notes and other non-class related activity on the internet. If a TA must ask you to refrain from distracting computer use during class, it will result in loss of the quiz score for that day.

\* Sana et al. 2013. <http://www.sciencedirect.com/science/article/pii/S0360131512002254>

## Course Format

### Face-to-face Lectures:

In class attendance is required as part of the participation grade and will be noted as part of a weekly in class group quiz. Every week there is a multiple choice chapter review quiz during lecture.

### Discussion sections:

Discussion sections are an important way to build a support network for your success. You should assume that attendance is required. The discussion section will sometimes include graded activities as part of the Quiz/Participation (QP) grade. TAs will do practice problems in section and review concepts needed for the homework and exams.

### Posting of course materials:

Powerpoint slides will be posted on canvas before the lecture. On Week 3, links to recorded lectures will become available and will be posted routinely after that.

### Online Course Presence:

UC San Diego’s Learning Management System: <https://canvas.ucsd.edu>

Assignments and quizzes will be submitted via canvas.

There is a possibility for online zoom lectures under exceptional circumstances.

## Grading Information

- Quiz and Participation grade:
  - In class individual and group discussion activities or surveys (~13 total)
  - In class weekly graded chapter review multiple choice quiz (~10 total)

- Top 20 scores, each 5 points, will count (100 points)
- Homework grade:
  - No late homeworks are accepted
  - 1 homework assignments per week (~9 total), each is 12.5 points;
  - Top 8 scores will count (100 points)
- 2 midterm exams (100 points each) (taken from the homework and quizzes)
- 1 final exam (not cumulative) (100 points)
- The lowest of the following may be dropped:
  - 2 midterm exams, quiz and participation (QP), homework score
- Final grade is determined from the final exam, plus the 3 highest of the midterms, participation, and homework scores (400 points)

Midterm and Final exams:

The exams will be in person proctored exams taken on paper.

The mid-terms and final will not be cumulative.

If you miss a midterm exam, it will automatically be considered the exam score that was dropped out of the scores counting towards the final grade.

With sufficient prior notice (at least 1 month before the final exam day) and for exceptional circumstances, arrangements can be made to schedule an alternative final exam to be taken BEFORE the in-class final exam.

Lectures and Discussion Sections:

Class attendance is important! Regular class attendance and participation is worth 1 exam.

Students are expected to respectfully attend lecture until the class is dismissed. Leaving class early without prior notification to the Professor or TA will result in forfeiture of the student's quiz grade for that lecture.

Homework and AI:

Homework related to the reading will be due on the assigned dates in the schedule below. No points are given for late assignments, so always turn in something for at least partial credit. No collaboration on homework is allowed outside of class. Collaboration is allowed and encouraged in discussion sections. All answers, however, must be your own thoughts in your own words. Do not copy material from other students, which will be considered cheating (see below). Do not cut and paste or plagiarize information from other sources. Include citations for references of quoted material, should the occasion arise.

Use of AI is explicitly not allowed for any component of ESYS102 and is considered cheating (see below).

**Summary of Grade Criteria**

Assignment	Points	Portion
QP x 20; (drop 3 low scores)	X 5 pts each	100
+ extra credit seminars	X 5 pts each	
<b>QP final score</b>		<b>Up to 100 pts max</b>
Homework score (drop lowest)	X 12.5 pts each	100
Midterms x 2	X 100 pts each	200
<b>Subtotal</b>		<b>400</b>
Drop 1 low score out of 4		-100
<b>Subsubtotal</b>		<b>300</b>
Final Exam (not cumulative)	X 100 pts	100
Total possible		<b>400</b>
<b>+ extra credit CAPE</b>	<b>5 pts</b>	<b>Up to 400 pts max</b>
Total possible		<b>400</b>

**Grading Scale**

**A** = 90-100%    **B** = 80-89%    **C** = 70-79%    **D** = 60-69%    **F** = 59%-below

**Extra Credit**

Extra credit is available for attending a science seminar at SIO and submitting a seminar summary following the format described and turned in the day after the seminar by email to the TAs for 5 points that will be accumulated and added to your **QP grade** at the end of the quarter. Not all seminars satisfy the requirements, so please send the seminar announcement sent to the TA or professor and approved prior to attendance to receive credit. You are still welcome to attend any seminar at SIO that you wish at any time!!

**Late or Missing Assignments**

\*\*\* There will be NO MAKE UPS of homework, midterm exams or quizzes. That is why there is a built in safety net of being able to drop the worst / missing scores.

**Cheating**

Any cheating will not be tolerated and will result in an automatic grade of F for the class. Students in the past have attempted to cheat on quizzes by attempting to take the quiz remotely outside of class hours and have appropriately suffered the consequences. See [Integrity of Scholarship](#) section IA. a-g.



## Overall Course Expectations

What I expect of you	What you can expect of me
<p><b>Be Professional.</b> Be responsible for knowing your schedule and requirements in order to achieve the goals you set for yourself for the course.</p>	<p><b>Professionalism.</b> Timeliness and preparation for the best possible classroom experience.</p>
<p><b>Be informed.</b> Read this syllabus carefully and completely so you understand the course structure and expectations.</p>	<p><b>Enthusiasm.</b> To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.</p>
<p><b>Be attuned.</b> Keep up with readings and lab assignments, as each one builds on the previous one.</p>	<p><b>Responsiveness.</b> The instructional team will respond to emails within 24 hours. Emails received on weekends or while I'm traveling may take longer.</p>
<p><b>Be ethical.</b> A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read UC San Diego's <a href="#">Principles of Community</a> and <a href="#">Conduct Code</a>.</p>	<p><b>Timely feedback.</b> To make every effort to return graded assignments within one week of the submission date and to post solutions as soon as is reasonably possible after the submission date.</p>
<p><b>Have integrity.</b> An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego's Policy on <a href="#">Integrity of Scholarship</a>. Then, take the <a href="#">integrity pledge</a>!</p>	<p><b>Integrity.</b> To uphold integrity standards, fairness to all students, and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.</p>
<p><b>Be flexible.</b> Sometimes my schedule gets affected by unavoidable work travel, necessitating some office hour rescheduling at the last minute.</p>	<p><b>Reasonable</b> accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.</p>

## Student Resources for Support and Learning

### Library Help

Ask a Librarian

<https://library.ucsd.edu/ask-us/>

Library Help: Course Reserved, Connecting from Off-Campus and Research Support

<https://library.ucsd.edu/ask-us/triton-ed.html>

## Learning Resources

Writing Hub

<https://writinghub.ucsd.edu/>

*Improve writing skills and connect with a peer writing mentor*

Supplemental Instruction

<https://aah.ucsd.edu/supplemental-instruction-study-group/>

*Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses*

Tutoring – Content

<https://aah.ucsd.edu/content-tutoring/>

*Drop-in and online tutoring through the Academic Achievement Hub*

Tutoring – Learning Strategies

<https://aah.ucsd.edu/learning-strategies/>

*Address learning challenges with a metacognitive approach*

Office of Academic Support & Instructional Services (OASIS)

<https://oasis.ucsd.edu/>

*Intellectual and personal development support*

Student Success Coaching Program

<https://successcoaching.ucsd.edu/>

*Peer mentor program that provides students with information, resources, and support in meeting their goals*

## Student Resources

UC San Diego (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

**Food Support and Basic Needs**

*Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact the email below. Also, The Hub Basic Needs Center at UCSD exists to empower all students by connecting them to resources for food, stable housing and financial literacy. Visit their site at [basicneeds.ucsd.edu](https://basicneeds.ucsd.edu).*

[foodpantry@ucsd.edu](mailto:foodpantry@ucsd.edu) [basicneeds@ucsd.edu](mailto:basicneeds@ucsd.edu) | (858)246-2632

*If you are skipping and stretching meals, or having difficulties affording or accessing food, you may be eligible for CalFresh, California's Supplemental Nutrition Assistance Program, that can provide up to \$292 a month in free money on a debit card to buy food. Students can apply at: [benefitscal.com/r/ucsandiegocalfresh](https://benefitscal.com/r/ucsandiegocalfresh).*

#### CAPS Student Health and Well-Being

*Provides services like confidential counseling and consultations for psychiatric services and mental health programming*

<https://wellness.ucsd.edu/caps/>

#### Community Centers

*As part of the [Office of Equity, Diversity, and Inclusion](#) the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus*

<https://students.ucsd.edu/student-life/diversity/>

#### Triton Concern Line

*Report students of concern at (858) 246-1111*

<https://blink.ucsd.edu/instructors/advising/concern/>

#### Undocumented Student Services

*Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence*

<https://uss.ucsd.edu/>

## Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Office for Students with Disabilities (OSD)

*Documents student disabilities, provides accessibility resources, and reasonable accommodations*

858.534.4382 | [osd@ucsd.edu](mailto:osd@ucsd.edu) | <https://disabilities.ucsd.edu/>

## Inclusion

UC San Diego (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

### **Office of Equity, Diversity, and Inclusion**

858.822.3542 | [diversity@ucsd.edu](mailto:diversity@ucsd.edu) | <https://diversity.ucsd.edu/>

### **Student Life: Diversity**

<https://students.ucsd.edu/student-life/diversity/>

### **Policy on University of California Diversity Statement**

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

## Technical Support

For help with accounts, network, and technical issues:

<http://blink.ucsd.edu/go/service/blink>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

For help installing Zoom for video conferencing, virtual office hours, synchronous lectures:

<https://blink.ucsd.edu/technology/file-sharing/zoom/>

## UC San Diego Principles of Community

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

[Click here for the complete UC San Diego Principles of Community in English and Spanish.](#)

## UC San Diego Academic Policies

### Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself:

- a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and,
- b) would my instructor approve of my action?

You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at <http://academicintegrity.ucsd.edu>

(Source: Academic Integrity Office, 2018)

### Classroom Behavior Policy

#### UCSD Student Conduct Code

[https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code\\_interim-revisions1-16-18.pdf](https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf)

#### Principles of Community

<https://ucsd.edu/about/principles.html>

### Religious Accommodation

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

See: [EPC Policies on Religious Accommodation, Final Exams, Midterm Exams](#)

## **Nondiscrimination and Harassment**

The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu), or <http://reportbias.ucsd.edu>.

Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options.

A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

### **CARE at the Sexual Assault Resource Center**

858.534.5793 | [sarc@ucsd.edu](mailto:sarc@ucsd.edu) | <https://care.ucsd.edu>

### **Counseling and Psychological Services (CAPS)**

858.534.3755 | <https://caps.ucsd.edu>

See: [Nondiscrimination Policy Statement](#)