



## Environmental Capstone Experience

### ENV 485: Fall 2019

### Syllabus

**Department Name:** Environmental Program

**College/School/Division Name:** Natural Sciences and Mathematics; Chaminade University of Honolulu

**Course Credits:** 3

**Term:** Fall 2019

**Class Meeting Days:** Lecture: TTh **Class Meeting Hours:** 2:30-3:20\* **Class Location:** Ching 253

**Class Meeting Days:** Lab: Th **Class Meeting Hours:** 10:30-1:50 **Class Location:** HL4

**Instructor:** Dr. Gail Grabowsky

**E-mail address:** [ggrabows@chaminade.edu](mailto:ggrabows@chaminade.edu)

**Phone:** 735-4834 (ext. 834 if calling from on campus); cell 808-387-9319 (please don't call after 9:00 pm, but you may text anytime!)

**Office Location:** Wesselkamper Science Center, room 105

**Office hours:** MF: 2:30-6:00; T 12:30-2:30; Or by appointment

**Course Website:** <https://drive.google.com/drive/folders/16neUF3ZRR3JwbrZttjxa9k1-8BNu4nv>

### University Course Catalog Descriptions:

This capstone course seeks to integrate and assess the experiences and program learning outcomes of the Environmental Studies around a real environmental issue that the student actively participates in problem solving through research and/or service. Projects undertaken should evidence an understanding and mastery of areas such as research, policy, ethics, advocacy or resource management these course.

### General Purpose of the Course:

Welcome to one of the final courses in you ENV major(s). You are almost there! ENV 485 is your “capstone course” because it is intended to bring all your learning and doing in your major together under one “roof” to do something in the real world! The specific purposes of this course are threefold.

- (1) The first purpose it to have each of you either (1) participate in real environmental problem solving by working on or researching an environmental issue through an agency outside of Chaminade, or (2) complete an original environmental project on their own. Students must complete at least 30 hours of work on the project-proper over the course of the semester. All students must document the hours they worked towards their project.
- (2) The second purpose of this course is to have you summarize in writing your capstone project and reflect upon all of the components of the environmental issue(s) your project dealt with as well as have you identify the solution strategies you or your agency employed (if your project contains a solution component).
- (3) The final purpose is to assess the Environmental Studies and Environmental Science Program Student Learning Outcomes.

**Course Learning Outcomes:** Students will demonstrate an understanding of:

- The in-depth causes and consequences of the particular issue(s) they studied/worked on.
- Environmental problem-solving field skills specific to their project
- Integrating the many components of environmental problem-solving
- The roles and general job activities of environmental professionals
- Career opportunities in the environment



This course is a required course for both the Environmental Studies and Environmental Science degrees. As such it contributes to the Program Learning Outcomes (PLO's) for both majors. Here are the PLO's for both majors followed by a matrix showing how the Course Learning Outcomes contribute to them.

**Environmental Studies Program Learning Outcomes:**

Upon completion of the program in Environmental Studies, the Student will have the ability to:

1. Describe major environmental challenges, identify their consequences and propose potential sustainable solutions.
2. Connect environmental concepts to human health and well-being.
3. Apply scientific reasoning and methodology to environmental problems.
4. Participate in interdisciplinary collaboration and problem solving between community, scientists, resource managers, and policy makers centered around environmental issues.
5. Analyze environmental challenges in light of legal, regulatory, economic, ethical, cultural, and political considerations.

**Environmental Science Program Learning Outcomes:**

Upon completion of the program in Environmental Science, the student will have the ability to:

1. Describe major environmental challenges, identify their consequences and propose potential sustainable solutions.
6. Identify the major physical, chemical and biological components and cycles of earth systems, eozones and ecosystems.
3. Apply scientific reasoning and methodology to environmental problems.
4. Participate in interdisciplinary collaboration and problem-solving between community, scientists, resource managers and policymakers centered around environmental issues.
7. Demonstrate practical laboratory and field skills, data collection, analysis and interpretation.

Please Note: Program Learning Outcomes (PLO's) 1, 3 and 4 are common to both the Environmental Studies and Environmental Science degrees, while PLO's 2 and 5 are unique to Environmental Studies and PLO's 6 and 7 are unique to Environmental Science.

<b>ENV 485 Course Outcomes</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>
Know the in-depth causes and consequences of the particular issue(s) they studied/worked on	X	X	X	X	X	X	X
Gain environmental problem-solving field skills specific to their project	X		X	X	X		X
Integrate the many components of environmental problem-solving	X	X		X	X		
Become knowledgeable about the roles and general job activities of environmental professionals	X			X			
Learn career opportunities in the environment	X	X		X	X		

**Course Prerequisites:** None

**1. Required Texts: Required Texts:**

Doyle, K and The Environmental Careers Organization. 2004. The ECO Guide to Careers that Make a Difference: Environmental Work for a Sustainable World. Island Press. ISBN# 9781559675.

Fasulo, Mike and Paul Walker. 2007. Careers in the Environment. McGraw-Hill Professional Publishing. ISBN#: 9780071476119

Pollio, Carol. 2013. 12 Months to Launch Your Environmental Career. 2<sup>nd</sup> Edition. Create Space Publishing. ISBN#: 9781540609472.

**Course Website:** <https://drive.google.com/drive/folders/16neUF3ZRR3JwbrZttjxa9k1-8BNu4nv>

**Grading & Assessment:** The proportions that each portion of the course contributes to your grade are:  
Grading will be quantified as follows:

Field Experience/Project/Internship/Research	40% (300 pts)
Capstone Experience Summary Reflection Paper	40% (500 pts)
Attendance @ 4 <b>mandatory</b> meetings	20% (200 pts)(50 pts each)

Letter grades are interpreted as follows:

- A = Outstanding scholarship and an unusual degree of intellectual initiative
- B = Superior work done in a consistent and intellectual manner
- C = Average grade indicating a competent grasp of subject matter
- D = Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F = Failed to grasp the minimum subject matter; no credit given

Grading Procedures:

The student must complete 30 hours of work in the field or for a single environmental agency, lab, business, etc. All of the student's work should be related to a single environmental issue. If a student fails to complete all of the necessary hours the student's grade will be diminished to a degree commensurate with the number of hours completed. (30+ hours = A, 25-29 hours total = B, 20-24 hours total = C, 15-19 hours = D, <10 hours = F).

Summary Reflection and Assessment:

In addition to the 30 internship hours the student will be required to write a Capstone Experience Summary Reflection Paper. The aim of the paper is for the student to put their work into the greater context of the entire environmental issue they were involved in and to relate their project to the Environmental Studies Student Learning Outcomes. The paper is due on Wednesday 12/11 by 1:15 (the time/date our final is scheduled for); late papers will not be accepted.

Personal Correspondence between you and Dr. Gail:

Throughout the course I will be in touch with you all individually and collectively through e-mail, as well as our group meetings and one-on-one visits, so *make sure* I have your preferred email address. If you do not respond to an email inquiry I will assume you received it, so make SURE I have your preferred address to which I will send ALL course-related communiqués.

Mandatory Course Meetings:

\*There will be **FOUR MANDATORY COURSE MEETINGS** for ENV 485: two at the beginning of the semester to introduce the course and determine, develop or debrief from your experience, one in the middle of the semester to check on the progress of your research/projects collectively and discuss the Capstone Experience Summary Reflection paper and the Environmental Studies Program Assessment assignment, and a final meeting during finals week in which you will turn in your Reflection Paper, share your project experiences, and eat something on for lunch – ENV treats you! **Unexcused absences will result in a loss of 50 points towards your grade.** Therefore if you cannot make a meeting due to a doctor appointment, conference, wedding, family reunion, etc. you must let Dr. Gail know AHEAD OF TIME

and provide evidence of the excused nature of the absence. If some kind of emergency arises on the day of the class meeting email/text Dr. Gail immediately and provide evidence that the emergency is real (without revealing some kind of private information that you do not have to share!).

**Our Meeting Dates & Agendas:**

**First Week of Classes: Tues 8/27 at 2:30** – At this meeting I hear from all of you regarding: (1) If you have already done a project, or (2) If you need to find/invent a project. If you are in the second category we discuss how to get a project/agency etc!.

**Fourth Week of Classes: Tues 9/17 at 2:30** – At this meeting ONLY the people who do not yet have a project need to attend! This is your last chance to come up with a project or agency meeting....

**Ninth Week of Classes: Tues 10/22 at 2:30** – At this meeting everyone attends to hear how projects are going and to offer help and advice to each other regarding any challenges people are facing. Dr. Gail explains the Reflection Paper components at this meeting as well.

**Final Meeting: Tues 12/10 at 3:30 (there are no finals except language at this time!)** – At this final celebration meeting you turn in both components of your Reflection paper, debrief each other about your projects and Dr. Gail treats you to something healthy to eat!

Alignment of Natural Sciences Courses with Marianist & Hawaiian values of the University:

The Natural Sciences Division provides an *integral, quality education*: sophisticated integrative course content taught by experienced, dedicated, and well-educated instructors.

- *We educate in family spirit* – every classroom is an *Ohana* and you can expect to be respected yet challenged in an environment that is supportive, inclusively by instructors who take the time to personally get to know and care for you.
- *We educate for service, justice and peace*, since many of the most pressing global issues (climate change, health inequity, poverty, justice) are those which science and technology investigate, establish ethical parameters for, and offer solutions to.
- *We educate for adaptation and change*. In science and technology, the only constant is change. Data, techniques, technologies, questions, interpretations and ethical landscapes are constantly evolving, and we teach students to thrive on this dynamic uncertainty.

The study of science and technology can be formative, exploring human creativity and potential in the development of technologies and scientific solutions, the opportunity to engage in the stewardship of the natural world, and the opportunity to promote social justice. We provide opportunities to engage with the problems that face Hawai'i and the Pacific region through the Natural Sciences curriculum, in particular, those centered around severe challenges in health, poverty, environmental resilience, and erosion of traditional culture. The Marianist Educational Values relate to Native Hawaiian ideas of *mana*, *na'auao*, *ohana*, *aloha* and *aina*. We intend for our Natural Sciences programs to be culturally-sustaining, rooted in our Hawaiian place, and centered on core values of *Mai'au*, be neat, prepared, careful in all we do; *Makawalu*, demonstrate foresight and planning; *`Ai*, sustain mind and body; *Pa`a Na`au*, learn deeply.

Grades of "Incomplete":

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended.

**Instructor and Student Communication:**

Questions for this course can be emailed to the instructor at [ggrabows@chaminade.edu]. Online, in-person and phone conferences can be arranged. Dr. Gail will get back to you in person or via email or text ASAP usually within one day. Please if you text Dr. Gail include your name in your text!

**Cell phones, tablets, and laptops:**

*Music Devices and Cellular Phones:* Unless specifically permitted by your instructor, use of music devices and cell phones is prohibited during all Natural Science and Mathematics classes, as it is discourteous and may lead to suspicion of academic misconduct. Students unable to comply will be asked to leave class.

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

*Disability Access:*

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information (counselingcenter@chaminade.edu).

*Title IX Compliance:*

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:**

For the University wide attendance policies please see page 54 of the 2019-2020 Academic Catalog.

**Academic Conduct Policy:**

From the 2018-2019 Undergraduate Academic Catalog (p. 42): Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their

admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

### **Classroom Atmosphere:**

Guys, I value a very open, yet courteous class atmosphere. *Express your thoughts! Ask your questions!* (The only dumb question is the one in which you ask yourself if you should ask your question.) Respect the thoughts and ideas and opinions of others – really think about what others say. Let them express themselves fully, then you do the same. **The thing I value most from my college days are all the wonderful, valuable, diverse ways of looking at and understanding the world that I was exposed to. Be an open vessel – take ideas in! You will learn as much from each other as you do from me.**

This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible to them for your convenience, but there will be times in which we will take longer on a particular topic or add or delete a topic to enhance the course. I like to be able to react to you as the course proceeds and go with the flow a bit in order to make the course experience sort of custom fit to you!

**You are responsible for all of the information in this document: losing it or not reading it do not make you exempt from knowing what's in it!**  
**Use this syllabus to keep you organized and aware of important dates and how your grade is determined.**



