

Senior Environmental Capstone Experience
ENV 485
Syllabus
Spring 2021

Department Name: Environmental Program

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

Course Credits: 3

Class Meeting Days: Online asynchronous – This course is an INDEPENDENT STUDY

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Office hours: Tuesday-Friday 3:00-6:00 PM; Or by appointment (Zoom or in person)

Course Website: <https://drive.google.com/drive/folders/1kHniqlJJKQSB9kUzoQ9y20POsDPWHOa?usp=sharing>

Class Zoom Link: <https://chaminade.zoom.us/j/2916035174>

NOTE: This is a hybrid course Mikela! You have opted to be “remote” which means you do not have to come to class in person. I am going to run this IS asynchronously with you = we do not have a set meeting time. However, there are three REQUIRED meetings between you and I need to have during the course. We will do these via Zoom. One will be very early in the semester so I can explain the course and we can see if there is a project you can jump right into, or invent. A second meeting will occur after you have initiated your project OR three weeks into the course if you are having trouble finding a project. The final meeting will be at the end of the semester when you turn your Summary reflection paper and Program Assessment. You can of course schedule other meetings with me whenever you need them and I may call an extra meeting or two along the way if needed.

Course Description:

This capstone course seeks to integrate and assess the experiences and program learning outcomes of the Environmental Studies major around a real environmental issue that the student actively participates in problem-solving through research and/or service. Each student is required to demonstrate their interdisciplinary understanding and problem-solving competency pertaining to the particular issue they are involved in.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice



for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

How this course contributes to achieving the Environmental Studies Program Learning Outcomes:

Environmental Studies Program Learning Outcomes	ENV 485*
Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.	XXX
Apply analytical methods and skills from multiple disciplines to environmental problems.	XXX
Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.	XXX
Design and describe new futures and ideas that solve environmental problems and foster sustainability.	
Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.	XXX

* Wide variety of projects

Introduced to the concept/skill	
Developing the concept/skill	
Mastery of the concept/skill	

General Purpose of the Course:

The purposes of this course are basically threefold.

- (1) The student is required to either (1) participate in real environmental problem solving by working on or researching an environmental issue through an agency outside of Chaminade University, or (2) complete and original environmental research project on their own. Students choosing to work “in the field” with an environmental agency must complete at least 20 hours over the semester.
- (2) This second purpose of this course is to have the student reflect upon all of the components of environmental issue that they have learned about through the courses comprising the Environmental Studies Program as they pertain to the real issue they are involved with.
- (3) The final purpose of this course is to assess the Environmental Studies Program Student Learning Outcomes through a multiple choice direct assessment test and/or as part of their Summary Reflection.

Course Learning Outcomes: At the end of this course you will be able to:

- Explain in-depth causes and consequences of the particular issue(s) you worked on.
- Carry out environmental problem solving field skills specific to the problem and agency you worked with.
- Integrate many components of environmental problem-solving into a solution strategy for an issue.
- Differentiate the roles and general job activities of environmental professionals involved in the issue your project pertained to.
- Describe a number of career opportunities in the environment related to the issue your project pertained to.

Course Grading: The proportion that each of the above contributes to your grade in this course is as follows:

Field Experience	40% (40 pts)
Capstone Experience Summary Reflection	40% (40 points)
Attendance @ 3 mandatory Zoom meetings	10% (10 pts)
Capstone Experience Program Assessment	10% (10 pts)

The student must complete 20 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. (20+ hours = A, 15-19 hours total = B, 10-14 hours total = C, 5-9 hours = D, <5 hours = F).

In addition to the 20 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 the last day of classes each semester.

Mandatory Course Meetings: There will be three MANDATORY Zoom course meetings for ENV 485. One at the beginning of the semester to introduce the syllabus and course, 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 a final meeting to share your projects/research with each other and take the Environmental Studies Program Exit Exam (a non-graded) assessment test. Throughout the course I will be in touch with you individually 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.

