



Course Title: **Environmental Capstone Experience**

Course Number: ENV485

Term: **Fall 2022**

Course Credits: **3**

Class Meeting Time: **Tues 8:30 - 9:20**

Class Location: **Ching Hall 253**



Instructor Name: **Dr. Lupita Ruiz-Jones**

You can call me Dr. Lupita or Professor Lupita

Email: [guadalupe.ruiz-jones@chaminade.edu](mailto:guadalupe.ruiz-jones@chaminade.edu)

Office Location: **Wesselkamper 104**

Cell Phone (welcome to text, lmk who you are): **505.603.1985**

Office Hours: **Tues 11:00-1:00 / Wed 12:30-1:30 & 2:30-3:30 / Thur 11:30-1:00 in-person or zoom** (zoom link in Canvas - text me to lmk you want to zoom)

\*Image from NASA

### **Course description from University catalog**

This capstone course seeks to integrate and assess the experiences and learning outcomes of the Environmental Studies and Environmental Science programs by focusing on a real environmental issue/challenge that the student actively participates in problem solving through research and/or service. Projects undertaken demonstrate an understanding and mastery of areas such as research, policy, ethics, advocacy or resource management.

### **Course overview**

Welcome to one of the final courses in your 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 fourfold.

1. To have you reflect on your major and your career interests.
2. Based on your career interests, to have you either (1) participate in real environmental problem solving by working on or researching an environmental issue/challenge through an agency outside of Chaminade, or (2) complete an original environmental project on your own. You must complete at least 30 hours of work on the project over the course of the semester. You must document the hours you work towards your project.

3. To have you create a **Capstone Experience Product** that communicates to a broader audience what it was you did exactly and that clearly delivers an educational message focused on the specific environmental issue(s) your project addressed. This will involve reflecting on your capstone experience and the specific environmental issue(s) your project dealt with as well as analyzing the solution strategies you or your agency employed (if your project contains a solution component).
4. To reflect and assess the Environmental Studies and/or Environmental Science Program Learning Outcomes in your **Program Learning Outcomes Reflection**.

### **Classroom etiquette (in the time of COVID)**

If and when it is deemed safe for us to unite in the same physical classroom, our primary goal will be to keep each other safe. No eating during class. Keep physical space between you, your peers and me. And if you have any COVID symptoms, be responsible and stay home, and let me know your situation.

### **Alignment of Natural Sciences Courses with Marianist and Hawaiian values**

The Natural Sciences Division provides integrative course content taught by experienced, dedicated, and well-educated instructors. *We educate in the family spirit* – every classroom is an *Ohana* (family) and you can expect to be respected yet challenged in an environment that is supportive and inclusive by instructors who take the time to personally get to know and care for you. *We educate for service, justice and peace*, because 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 is formative: exploring human creativity and potential in the development of technologies and scientific solutions; engaging in the stewardship of the natural world; and, promoting 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* (spiritual energy of power and strength), *na'auao* (wisdom, enlightenment), *ohana*, *aloha* (love, affection, generosity, speaking from the heart, patience, and listening) and *aina* (love for the land and its people). We intend for our Natural Sciences programs to be culturally-sustaining, rooted in our Hawaiian place, and centered on core values of *Maiiau*, be neat, prepared, careful in all we do; *Makawalu*, demonstrate foresight and planning; *`Ai*, sustain mind and body; *Pa`a Na`au*, learn deeply.

### **Environmental Science and Environmental Studies Program Learning Goals**

This course is part of the Environmental Science and Environmental Studies programs. These are the Program Learning Outcomes for each program (PLOs 1 and 2 are shared).

Upon completion of the undergraduate B.S. program in Environmental Science, students will be able to:

1. 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.
2. Apply scientific reasoning and methodology to environmental problems.
3. Identify the major physical, chemical and biological components, interactions and cycles of earth systems and ecosystems.
4. Propose, design and participate in scientific research projects that document, describe and/or help solve environmental problems and foster sustainability.
5. Pursue throughout their education new scientific knowledge and techniques that prepare them for the adaptation and change essential to environmental problem solving.

Upon completion of the undergraduate B.S. program in Environmental Studies, students will be able to:

1. 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.
6. Apply analytical methods and skills from multiple disciplines to environmental problems.
7. Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.
8. Design and describe new futures and ideas that solve environmental problems and foster sustainability.
9. Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.

### **Course Learning Outcomes**

You will achieve the Program Learning Outcomes 1, 2, 6, and 7 by engaging in your experiential-based Capstone Project. Depending on your project you will also achieve PLO 4, 5/9, or 8. By the end of your capstone experience you will be able to communicate clearly:

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

### **\*Case by case basis for eligibility of paid learning experiences or internships**

If you are curious about the eligibility of a paid learning experience or internship, check with me. We will want to be sure there is alignment between the experience/internship and the learning goals of this course.

### **Course requirements**

1. Attend all required class sessions and provide updates on your project.
2. Have meetings with your project mentor to discuss project progress and get help resolving issues or challenges.
3. Independent work on your Capstone Project at a minimum of 30 hours.
4. Creating your **Capstone Experience Product**, including giving peers feedback on version 1.
5. Oral presentation about your project and product at the last class session.
6. Submission of your **Program Learning Outcomes Reflection**.

### **Capstone Experience Product (there are guidelines to flow but a lot of flexibility as well)**

The aim of your **Capstone Experience Product** is for you to put your project/experience into the larger context of the environmental issue you were involved in and your career aspirations. The type of product you create will depend on the type of project you decide to participate in, as well as the skills you want to practice through the creation of your product. Keep in mind that a goal of your capstone experience is to get you exposed to career ideas and opportunities; therefore your product is also an opportunity to practice and cultivate your skills that will prepare you for life after college. Examples of types of products include but are not limited to: a scientific article, an op-ed article, a policy white paper, an explanatory video, a podcast-style interview, etc. You will need to consider what is the most appropriate product to communicate your Capstone Project. Once you have started your project it will be valuable to start to think about which approach you will take so that you can plan accordingly and collect necessary material during your experience/project. I will provide more specifics regarding criteria in class. At our final class session you will submit the final version of your product, after receiving peer feedback, and you will give an oral presentation explaining what you did and what you created.

### **Program Learning Outcomes Reflection**

In your reflection you will address each of the Program Learning Outcomes for your major.

### **Mandatory course meetings**

There will be 4 mandatory class meetings: 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 Project and the Program Learning Outcomes Reflection; and a final meeting in which you will submit your Capstone Experience Project, and share your project experiences.

### **Our meeting dates and goals**

**1st week of the semester** – 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 still looking for a project, we discuss where to look for opportunities.

**4th week of the semester** – 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 to work with.

**10th week of the semester** – 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. I will explain the Capstone Experience Product criteria. The product will be due four weeks later during week 15 and will involve submission of version 1 and giving/receiving peer feedback.

**15th week the semester** – At this final celebration meeting you turn in your Capstone Experience Project and give an oral presentation about your project.

### **Grading breakdown**

\* The grade listed in Canvas is NOT accurate because it does not include all components of your grade. If you are ever curious about your grade ASK ME :)

10% = Engaged participation in 4 mandatory meetings (requires arriving to class prepared) & canvas assignments

40% = Field experience/project/internship/research

40% = Capstone Experience Product (includes peer-review)

10% = Program Learning Outcomes Reflection

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

F = Failed to grasp the minimum subject matter; no credit given

### **Late work policy**

If something happens and you know you need an extension on an assignment, contact me. If we do not make a prior arrangement, 10% of the assignment points will be deducted for each day after the assignment due date.

## **Grading protocol**

You must complete 30 hours of work in the field or for a single environmental agency, lab, business, etc. All of your work should be related to a single environmental issue. If you fail to complete all of the necessary hours your 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).

## **Attendance and your grade**

As an enrolled student in the course, I expect that you will attend every required class unless you are sick or have a COVID-related situation. If you have more than a couple unexcused absences your grade will be negatively impacted. An important aspect of learning is active engagement.

## **Course website**

We will use Canvas and google drive.

## **Required course textbook**

Wilhelm, K. Sustainability Jobs: The Complete Guide to Landing Your Dream Green Job. 2016. [ISBN:978-1-365-38612-1]

## **Classroom atmosphere**

### **Expectations of students in class**

You have the responsibility to commit yourself to your academic work in ways that will increase your learning. In this course, following the guidelines below will give you the best chance of growing as a critical thinking learner:

Arrive to every class on time, which means settled in your seat by the start time.

Approach the work of the course with the habits of mind critical for success at the university level: intellectual curiosity, critical engagement, and creativity.

Prepare by doing all the required reading and assignments before class.

Listen actively and with respect to your peers. We listen to each other with dignity by thoughtfully grappling with the ideas of others and using non-verbal cues to show we are paying attention to them. Active listening is essential to engaged participation.

Speak up and challenge yourself to share your thoughts and ideas with your classmates in skillful and respectful ways. Being critical of your peers is essential for proper academic discourse, but we strive to do so respectfully. Since you are thinking on your feet, you are not expected to speak with perfect clarity. Class discussion is a cooperative enterprise, not a

competition. A quality contribution is one that helps stimulate our learning. A thoughtful response to another student's comment leads to a much richer learning experience than a long and well-researched but disconnected comment.

Inquire by asking questions—this is a key aspect of learning. Ask yourself questions as you engage with the course material. Engage with your peers by asking questions. Often there is not a single “right” answer.

### **Expectations you can have of me**

I will continually strive to be an engaging, thoughtful, and critical teacher. One of my primary goals is to create a learning environment where everyone feels included. You can expect me to make space for you to share your thoughts and questions. You can also expect me to listen to your feedback on how the class is going -- please share your observations and ideas with me.

### **Technical Assistance for Canvas**

- ❖ Search for help on specific topics or get tips in [Canvas Students](#)
- ❖ [Live chat with Canvas Support for students](#)
- ❖ Canvas Support Hotline for students: +1-833-209-6111
- ❖ Watch this [video to get you started](#)
- ❖ [Online tutorials](#): click on “Students” role to access tutorials
- ❖ Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Course Policies**

#### **Communication with me**

I’m always happy to address your questions. I generally answer emails within 24 hours on weekdays and by the following weekday if sent on a weekend or holiday. Please do not wait until the last minute to ask questions. I expect you to communicate with me about any issues related

to the course. Clear and timely communication can anticipate many standard problems that arise during a course. I am also super happy to just chat with you about topics you find interesting or you are curious about.

### **Grades of "Incomplete"**

You may negotiate an incomplete grade with me 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 may not be extended.

### **Cell phones, tablets, and laptops**

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 I will at times assign online activities and readings that will require the use of a laptop or tablet. It is well known that these devices can be extremely distracting to your learning as well as the learning experience of your peers. When you are in class I expect that you are focused on the material and not multitasking by checking email, social media, or unrelated material on your device.

### **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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@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 the 2020-2021 Academic Catalog.



You are expected to regularly attend all courses for which you are registered. You should notify me when illness or other extenuating circumstances prevent you from attending class and make arrangements to complete missed assignments. Notification may be done by emailing me. It is my prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course, although I am not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, you should communicate first with me to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn at my discretion.

### **Academic Conduct Policy**

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.

*This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible, 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: not reading it does not make you exempt from knowing what's in it!*

*Use this syllabus to understand how your grade is determined ~ it is basically a contract between you and me.*