



**Chaminade**  
**University**  
OF HONOLULU

### **Course Syllabus**

Chaminade University Honolulu

3140 Waiialae Avenue - Honolulu, HI 96816

**Course Number:** ENV490

**Course Title:** Sustainability Innovation II

**Department Name:** Environmental Studies

**College/School/Division Name:** Natural Sciences and Mathematics

**Term:** Spring 2024

**Course Credits:** 3

**Class Meeting Days:** Tuesday and Thursday

**Class Meeting Hours:** 10:00 am - 11:20 am

**Class Location:** CTCC 253 - Lecture Hall

**Instructor Name:** Mariane Uehara

**Email:** [mariane.uehara@chaminade.edu](mailto:mariane.uehara@chaminade.edu)

**Phone:** 808.397.8621

**Office Location:** DART 2

**Office Hours:** By Appointment

**Instructor Website:** <https://www.inanainnovators.org/>

### **University Course Catalog Description**

ENV 490 Current Environmental Studies Seminar (1 to 3)

Selected topics of current interest in environmental studies will be addressed.

Prerequisites: EN 102, COM 101

### **Course Overview**

This dynamic and interactive course is crafted to immerse students in a hands-on exploration of business creation at Chaminade University. Participants will engage in the enriching process of building, designing, and conceptualizing a distinctive business, transcending the digital realm and the physical storefront. As vital contributors to the Chaminade entrepreneurial community, students will actively generate opportunities and assume roles as consultants, collaborating with fellow staff, faculty, and student entrepreneurs to foster socially, environmentally, and financially sustainable innovations. The course also strongly emphasizes networking and outreach to encourage students to forge connections with industry leaders, refining their entrepreneurial acumen. This holistic approach ensures that students develop a versatile business tool set and cultivate the skills required to impact stakeholders positively within and beyond the university community.

- Encourage creativity, proactivity, drive, responsibility, and risk-taking among students, promoting a well-rounded entrepreneurial mindset.
- Provide a welcoming space that allows students to make mistakes and learn from failures, fostering resilience

and a growth mindset.

- Cultivate a nurturing environment conducive to the flourishing of extraordinary ideas.
- Facilitate professional exposure and connections by linking students with a diverse array of committed experts and mentors, offering invaluable networking opportunities.
- Expose students to real-life business experiences, bridging the gap between theoretical knowledge and practical application.
- Assist in identifying financial funding options for sustainable ventures.

Student expectations include maintaining a professional mindset, effective communication, meeting expectations and deadlines maturely, viewing the classroom as a safe and valuable learning environment, and striving for personal and professional growth. Students are encouraged to be their best selves and seek assistance when facing challenges.

### **Marianist Values**

This course integrates the Marianist values creating a holistic and impactful educational experience that addresses personal growth and societal challenges.

1. **Education for Formation in Faith:** Incorporate discussions on the ethical and moral dimensions of sustainability, entrepreneurship, and innovation.
2. **Provide an Integral, Quality Education:** Emphasize the importance of interdisciplinary learning in addressing sustainability challenges. Showcase how various disciplines, such as environmental science, economics, and social justice, intersect in the context of entrepreneurship and innovation.
3. **Educate in Family Spirit:** Foster a collaborative and supportive learning environment where students work together like a family. Promote teamwork, empathy, and mutual respect among participants. Highlight how these qualities can lead to innovative solutions prioritizing collective well-being and community development.
4. **Educate for Service, Justice, and Peace:** Address social inequalities and environmental injustices through the lens of entrepreneurship and innovation. Discuss how sustainable business models contribute to a more just and equitable society.
5. **Educate for Adaptation and Change:** Highlight the dynamic nature of entrepreneurship and innovation, especially in the context of sustainability. Explore how businesses need to adapt to changing environmental and market conditions.

### **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

### **General Education Learning Outcomes**

Upon completion of the general education program, a student will be able to:

1. Articulate writing strategies, produce written texts, and engage diverse audiences, so as to participate creatively, collaboratively, and critically in their local communities.
2. Effectively develop and deliver informative and persuasive oral communications, engaging in dialogue and discussions to support the conveyance of meaning and connection with the audience.
3. Analyze, interpret, and communicate quantitative data using number sense to drive decision making.
4. Examine and evaluate diverse evidence, concepts, assumptions, and viewpoints.
5. Define, identify, locate, evaluate, synthesize, and present or demonstrate relevant information.
6. Apply Marianist values and integrate a global awareness through a project-based learning approach.

### Course Learning Outcomes

By the end of our course, students will be able to:

1. Identify the steps required to build a sustainable business.
2. Critique business models through a lens of sustainability and argue for social, ethical and ecological changes.
3. Design / create a digital storefront and an accompanying physical space that meets the needs of Chaminade students' business development goals.
4. Engage with the public in meaningful ways to create relationships with internal and external stakeholders.
5. Recognize personal strengths that can be applied to their business and integrate those strengths with a team of colleagues.

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO4	CLO 5
Marianist Values	1, 2, 5	1, 2, 3, 4, 5	3, 4, 5	1, 3, 4, 5	3, 5
Gen Ed Learning Outcomes (if applicable)	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 5	1, 2, 4, 6	2, 6

### Course Prerequisites

None

### Required Learning Materials

Required material and other supplemental materials will be posted on the Canvas course website for each class. Each material was mindfully curated to empower you with the tools and skills for sustainable innovation and entrepreneurship, so we kindly ask you to review, read, and complete all assignments before each class.

### Course Website:

<https://chaminade.instructure.com/courses/29312>

### Technical Assistance for Canvas Users:

- 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](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Assessment**

Individual assignments: 50%

Group Assignments & Final team project: 50%

#### Individual Assignments: instructions & directions

This individual assessment provides students with the opportunity to showcase their intellectual acumen to reflect on key concepts while critically evaluating sustainability and entrepreneurship issues. Prompts and specific guidance on this assessment will be uploaded onto Canvas two weeks before its due date (deadline).

*Submission:* It is the sole responsibility of the student to submit this assignment online before the deadline.

#### Group Assignments & Final Team Project Assessment: instructions & directions

For the Group Assignments and Final Team Project, students will conceive and operationalize a sustainable business digitally and physically.

*Assessment Format:* More details will be posted on Canvas.

### **Grading Scale**

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, individual reports and the final group project.

They 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

### **Course Policies**

#### **Late Work Policy**

Requests for extensions due to extenuating circumstances (medical problems, for example) will be considered but in general work received after the deadline will not be graded. Computer problems are not an excuse for late work.

## **Grades of "Incomplete"**

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the Divisional Secretary and the Portal) must be completed. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 30 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.

## **Writing Policy**

Paper requirements and formatting will be discussed during the course when the assignment is given.

## **Instructor and Student Communication**

Questions for this course can be emailed to me at [mariane.uehara@chaminade.edu](mailto:mariane.uehara@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours but response time may be longer on the weekends.

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

Out of consideration for your instructor, guest speakers and classmates, please set your cell phone to silent mode during class. Students are encouraged to use notebooks instead of laptops or tablets to encourage creativity and minimize distractions.

## **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 Kōkua 'Ike: Center for Student Learning 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**

Students are expected to attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's 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 by the instructor, although the instructor is 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 Tutor 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, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalogue.](#)

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This course, totaling three credit hours as per the official CUH Credit Hour Policy, demands a commitment of 135 clock hours from students. Throughout the duration of this program, participants are anticipated to allocate approximately 40 hours to in-class activities. Additionally, 30 hours should be dedicated to tasks such as crafting a business plan, designing surveys, creating prototypes, and critiquing business models. Another 40 hours are

earmarked for the hands-on experience of constructing a digital store platform and establishing a physical storefront. The final 25 hours will be devoted to actively engaging in selling, evaluating, and iteratively refining the developed business model.

## Schedule

### Tentative Course Outline

Week	Date	Lecture Topics	Alignment of CLO	Faculty / Guest Speaker
1	Jan 9	Welcome & Introductions	5	Mariane Uehara
1	Jan 11	Idea Generation & Research	1, 2	Mariane Uehara
2	Jan 16	Planning Listening Tour	1, 2	Mariane Uehara
2	Jan 18	Idea Validation: Listening Tour	1, 2	Mariane Uehara
3	Jan 23	Reflection & Empathy on Target Wishes & Needs	1, 2, 4, 5	Mariane Uehara
3	Jan 25	Business Structure & Institutions	4, 5	Mariane Uehara
4	Jan 30	Financial well-being	1, 4, 5	Mariane Uehara + Guest Speaker
4	Feb 1	Marketing	4, 5	Mariane Uehara + Guest Speaker
5	Feb 6	Branding	2, 4, 5	Mariane Uehara
5	Feb 8	Business Plan Development - Part 1	1, 3,	Mariane Uehara
6	Feb 13	Business Plan Development - Part 2	1, 3, 4, 5	Mariane Uehara + Guest Speaker
6	Feb 15	Business Plan Development - Part 3	1, 2	Mariane Uehara
7	Feb 20	Set up landing page	1, 2,	Mariane Uehara
7	Feb 22	Set up digital platform	2, 3, 4, 5	Mariane Uehara
8	Feb 27	Set up digital platform	2, 3, 4, 5	Mariane Uehara
8	Feb 29	Set up digital platform	2, 3, 4, 5	Mariane Uehara
9	Mar 5	Prototype physical storefront	2, 3, 4, 5	Mariane Uehara

9	Mar 7	Physical Storefront Setup	2, 3, 4, 5	Mariane Uehara
10	Mar 12	Physical Storefront Setup	2, 3, 4, 5	Mariane Uehara
10	Mar 14	Physical Storefront Setup	2, 3, 4, 5	Mariane Uehara
11	Mar 19	SPRING BREAK		
11	Mar 21	SPRING BREAK		
12	Mar 26	Fine-tune operations	1, 2, 3, 4, 5	Mariane Uehara
12	Mar 28	Fine-tune operations	1, 2, 3, 4, 5	Mariane Uehara
13	Apr 2	Prepare launch	1, 2, 3, 4, 5	Mariane Uehara
13	Apr 4	Prepare launch	1, 2, 3, 4, 5	Mariane Uehara
14	Apr 9	Prepare launch	1, 2, 3, 4, 5	Mariane Uehara
14	Apr 11	Launching and official opening	1, 2, 3, 4, 5	Mariane Uehara
15	Apr 16	Sell, Evaluate and Iterate	1, 2, 3, 4, 5	Mariane Uehara
15	Apr 18	Sell, Evaluate and Iterate	1, 2, 3, 4, 5	Mariane Uehara
16	Apr 22	Sell, Evaluate and Iterate	1, 2, 3, 4, 5	Mariane Uehara
16	Apr 25	Sell, Evaluate and Iterate	1, 2, 3, 4, 5	Mariane Uehara
17	Apr 30	Sell, Evaluate and Iterate	1, 2, 3, 4, 5	Mariane Uehara
17	May 2	Celebration with stakeholders	1, 2, 3, 4, 539	Mariane Uehara