

Note: ALL of the links for the first MONTH are provided on the COURSE SCHEDULE on page 9 of this syllabus in Google Drive!

ENV 100: Introduction to Environmental Issues

Fall 2025

Syllabus

Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us.

Pope Francis, *Laudato Si*

Les Milbrath was fond of reminding me that "nature bats last." What Les meant by this was that we live in a finite world and humanity will eventually be forced to adopt sustainable practices. While we have no choice regarding whether we eventually adopt these practices, the speed with which they are adopted will determine the grace with which we make this transition.

Doug McKenzie-Mohr
Fostering Sustainable Behavior

I find myself wrestling with such demons this early November morning, as my disconnected professional and personal roles clash with my desire for a more cohesive existence. Outside I hear the neighborhood stir with preparations for the new day, the busy pulse of work, school, and commerce projecting a hum of energy and purpose. What seems lacking in all this activity, though, is a sense of integrity – an integration of work and community, a harmony of place and environment.

Stephen R. Kellert
The Value of Life

The environment is too serious a business to be left to environmentalists.

J. William Futell

A'ohe pu'u ki'eki'e ke ho'a'o 'ia e pi'i. No cliff is so tall it cannot be climbed.

Hawaiian proverb

In the largest sense, humanity's ultimate economic problem is to use Ultimate Means wisely in the service of the Ultimate End.

Herman E. Daly
Valuing the Earth

Department Name: Environmental Program
School: School of Natural Sciences and Mathematics
Course Credits: 3
Class Days & Times: MWF 11:30-12:20
Class Locations: ENV 100-01 Wesselkamper Science Center room 120

Instructor: Dr. Gail Grabowsky
E-mail address: ggrabows@chaminade.edu (I will respond within 2 business days to any email)
Phone: Work: 735-4834 (ext. 4834 if calling from on campus);
Cell: 808-387-9319 (Text me anytime – please tell me your name in the text!)
Office Location: Wesselkamper Science Center, room 105
Office hours: T-F: 4:00-6:00; Or by appointment (Zoom or in my office)
Course Website: Google Drive Course Folder is [HERE!](#)

University Course Catalog Description

An interdisciplinary course in which students are introduced to the ethical issues, tools and techniques involved in environmental and sustainability problem-solving. Students are presented with a series of real (often Hawaiian) environmental problems that they will investigate, attempt to understand in entirety and devise a solution or solution-strategy for. This hands-on approach will allow students to discover the many disciplines and techniques involved in ameliorating real environmental challenges.

Course Overview

This is one of the first courses along the path to four majors at Chaminade: Our twenty-three year old Environmental Studies major, our three-year old Environmental Science major our two-year old Community & Public Health (Environment & Health Track) degree, and our BRAND NEW Sports Management degree! If none of these are your major, have no fear! This course also counts for your General Education Core Critical Thinking requirement and we are thrilled you have decided to join us planet savers!

This class is the most general, interdisciplinary and inclusive course you'll take as an Environmental student. It introduces you to a variety of careers related to the environment and environmental human health. You'll discover the complexity of environmental challenges and the diversity of environmental values, and you will begin to learn and use the tools and techniques available for successful environmental problem solving. Very often, we, as a class, also come up with new creative and timely problem-solving tools of our own.

You will be presented in this class with real (international and regional) environmental issues, which you will investigate, attempt to understand in entirety, devise a solution or solution-strategy for and then evaluate the quality of those solutions and the likelihood of each. The issues are organized throughout the semester into three "modules:" (1) WATER & AIR issues, (2) TERRESTRIAL ECOSYSTEM issues, and (3) HUMAN DEVELOPMENT issues.

At the end of each module you will choose your own contemporary issue that pertains to the module and work in groups to gather information on that issue, pool information to gain a full understanding of the problem, collaborate with one another and discuss the problem, devise possible solutions, negotiate, and finally reach a hypothetical solution(s) which you will "advocate" for in presentations to the class. Your solutions must be *systems* based: they must address the entire issue from its proximal (near) causes to its ultimate (far) cause(s).

Each subsequent module will be more complex than the previous one requiring you to draw upon the perspectives of a wider range of disciplines, manage more variables and/or consider more stakeholders. This course is meant to introduce you to the sorts of multidisciplinary tasks you will be learning about in greater detail in later courses and performing in your future careers.

Finally you will also have the opportunity throughout this course to participate in service learning and service science activities aimed at ameliorating some of the environmental and health challenges discussed in the classroom. These hands-on, problem-solving approaches allow you to discover the many disciplines and techniques involved in overcoming real environmental challenges and show you how we put our skills and our Marianist and Pacific Island Values into action for the good of the community.

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

Environmental Studies Program Learning Outcomes

Upon completion of the 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.
2. Apply analytical methods and skills from multiple disciplines to environmental problems.
3. Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.
4. Design and describe new futures and ideas that solve environmental problems and foster sustainability.
5. 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 and Linkage to Environmental Studies Program Learning Outcomes

Students who successfully complete this course will:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Compare diverse environmental ethics and their implications for the treatment of nature.	X	X	X		
Describe the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.		X	X	X	X

Recognize the importance of natural resources for the holistic health of diverse peoples.	X				X
Discuss some of the major historic environmental crises.	X			X	
Articulate the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X	X	
Discriminate between the diverse perspectives of stakeholders.	X		X		
Practice taking a balanced outlook on environmental problems.			X	X	X
Collaborate with others in developing a systems approach to creative environmental problem-solving.	X		X	X	X
Recall the major federal, state and non-governmental environmental agencies.			X	X	X
Summarize a variety of careers in the environment.			X	X	X
Identify the connections between academic work and real-situations.	X		X		
Act on putting our Marianist Values and Pacific Island values into action to solve problems.	X	X	X	X	

Environmental Science Program Learning Outcomes

Upon completion of the 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..

Course Learning Outcomes and Linkage to Environmental Science Program Learning Outcomes

Students who successfully complete this course will:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Compare diverse environmental ethics and their implications for the treatment of nature.	X				
Describe the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.				X	
Recognize the importance of natural resources for the holistic health of diverse peoples.	X	X	X		X
Discuss some of the major historic environmental crises.	X	X	X		X

Articulate the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X	X	X
Discriminate between the diverse perspectives of stakeholders.	X			X	X
Practice taking a balanced outlook on environmental prob				X	X
Collaborate with others in developing a systems approach to creative environmental problem-solving.	X	X		X	
Recall the major federal, state and non-governmental environmental agencies.			X		X
Summarize a variety of careers in the environment.			X		X
Identify the connections between academic work and real-situations.	X			X	
Act on putting our Marianist Values and Pacific Island values into action to solve problems.	X			X	X

Required Texts: These are mandatory! Copies are placed in Reserve in the Sullivan Family Library for use within the Library.

Earth Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean Basin to the Australian Outback. 1994. J.B. Callicott, University of California Press, Berkeley, CA. [ISBN 9780520085602]

Case Studies in Environmental Ethics. 2003. P.G. Derr and E.M. McNamara. Rowman & Littlefield Publishers, Inc. [ISBN 9780742531376]

Watersheds 4: Ten Cases in Environmental Ethics. 4th Edition. 2004. L.H. Newton, C.K. Dillingham, J.H. Choly. Wadsworth Publishing. [ISBN 0534521266]

Supplemental Texts: We will be reading contemporary articles and excerpts from many online sources and other sources. E-copies/links will be provided to you.

Course Website:

NOTE: **The majority of the content for this course is found in our class Google Drive folder [HERE](#).** The course Syllabus, Service Learning Written Reflection and other important documents and assignments can be found in our course Canvas folder. I use Canvas mainly as a supportive tool to house organization documents for the course and for particular assignments – like discussions – that Canvas is very good for, otherwise I prefer Google Drive and its capabilities. So we will be using Google Drive often during class! I am here to help you learn how to use Google drive if you have not used it AND those of you that are good at it teach me cool new Google Drive capabilities every semester!

Technical Assistance for Canvas Users:

- [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: - and a number of other majors - cstechsupport@chaminade.edu or call (808) 735-4855

Course Assessment:

Since this class is an important introductory course for both environmental majors – and a number of other majors as well - I will be conducting a new course assessment tool this semester. It will be aimed at assessing your ability to evaluate the quality of various proposed solutions to any given environmental issue. In so doing I will learn how well the Environmental Program achieves Program Learning Outcome #5 for both environmental majors.

Grading:

Your grade in this course will be based on:

1. In class **essay exams** + **service-learning assignment**
2. **Issue presentations**
3. **Cumulative quiz** + **various other assignments**
4. Your grade can be negatively impacted by poor attendance (see Attendance Policy section for details on attendance).

There will be three **essay exams**: One after the completion of each module. Essay Exams will be handed out to you at the end of each module and will be answered IN CLASS and hand-written! I am not at all opposed to AI, and in fact we will use it in this class as I think it can be a wonderful tool, but for your essays I want to see what that brain of yours can come up with! The grading rubric for your essays is in the course Google Drive folder and will be explained in detail in class. All of you will be required to take two essay exams and replace the third with the mandatory **service-learning, requirement** for this course. You will choose which of the three essay exams NOT to complete; you may NOT do all three and take the highest grade!

You will need to participate in **15 hours of service-learning** work throughout the semester that aims to help Hawaii and the Pacific islands achieve the [United Nations Sustainable Development Goals](#) (SDG) and is officially tied to Chaminade's United Nations [CIFAL Honolulu](#) training center. This year you have five opportunities to choose from. You can commit to just one of them or participate in all of them! Sign up for which you want to do on this sheet [HERE](#)!

1. Helping out with **Chaminade's Pono Popoki Project**. [Here is the link](#) to the Project Google Drive folder! Contact person is Dr. Gail
2. Helping out the **World Institute for Society and the Environment** (WISE) [Here is the link](#) – a non-profit organization (NGO) dedicated to “empowering society to fall in love with the earth”. Dr. Gail is on the board and will connect you with Dr. Dave Augeri the founder, and/or
3. **Helping to Count and Map the number of Manu-O-Ku on Campus** (also called white terns or fairy terns) [Here is the link](#). Mr. Rich Downs is our contact person.
4. Helping out the **GEMM Project** (Gender Equity through Malama Ma`i)

Throughout the semester you will need to keep track of your service hours on a form Dr. Gail created that lives [HERE](#) in Google Drive. Also you MUST share photos of yourself (and your friends if you'd like) [HERE](#) in action, DOING your service work and contributing to making campus a more sustainable place! At the completion of your 15 hour project you will complete the assignments in the course Canvas module at the bottom of course Canvas page. So, everyone will complete two essay exams and 15 hours of planet-aiding service projects. You get to decide which essay exam you will replace with your service project.

Presentations will be prepared by groups and will be based on a particular international or regional environmental issue of your choice. Presentations will (1) illustrate your understanding of the issue, (2) describe your awareness of each of the components AND “stakeholders” involved in the issue, (3) differentiate your understanding of all of the ethical aspects of the issue and (4) reveal and defend your ability to design a solution to the problem, which may incorporate a number of compromises in the eyes

of each of the stakeholders. There will be three presentations throughout the semester given at the end of each module.

In addition to the essay exams and presentations, there will be **quizzes** following most, if not all, of the readings. The quizzes will be multiple-choice Google Form or paper quizzes and will be given on the day the reading assignment was to be read. If you miss a quiz and you do not have an excused absence (see Attendance Policy section for definition of an excused absence) you will receive a zero for that quiz score. If you miss a quiz due to tardiness you will receive a zero for that quiz. If you miss a quiz and have a valid excused absence with evidence, that quiz will not be included in the calculation of your overall quiz grade. Everyone will be allowed to drop their lowest quiz score.

There will be a number of **additional assignments** throughout the class. These will include, but are not limited to: a poem sharing images of your home and your enviro ethic, an exposé on an environmental agency, a real environmental career description and a brochure describing a job/behavior your community needs more of! Each of these will be explained in class with a handout before they are due and will be turned into a Google Drive folder.

Grading will be quantified as follows:

Essay Exam I, II, III (you take 2 of 3) & Service-Learning	33% (333 points)
3 Presentations	33% (333 points)
Quizzes on Readings, Assignments	33% (333 points)
	100% (~1000 points total)

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

Attendance and your grade

Role will be taken every day in class (we need to do this in order to be able to retain a number of important federal grants the University receives). Attendance is required. You are all allowed **two unexcused absence** “freebies” throughout the semester (don’t take them on a quiz day or you WILL receive a zero for that quiz!). After your second absence your grade will be reduced by 10 points per unexcused absence.

Excused absences are those in which you have a doctor’s official, signed, form/letter (on letterhead), an obituary/funeral notice, a letter from the Athletic Department or an invitation to a Family reunion/wedding and an airplane ticket stub. I am a scientist; **I require hard evidence if an absence is to be excused.** **If your car breaks down on the way to class take a picture of your smoking engine or flat tire right then and share it with me ASAP! Make SURE I can verify the date and time of the breakdown** and it will be an excused absence, however, no evidence; no excused absence.

Extra Credit Options




Periodically throughout the course there will also be presentations and webinars you may attend that pertain to the course material. You can earn +2 extra credit points towards your quiz grades for each talk you attend. In order for all talks/activities to count for extra credit you MUST have them approved by Dr. Gail PRIOR TO the event and you MUST document your presence with a photograph of yourself participating or some other kind of evidence. You may earn up to 10 extra credit points from attending talks/presentations.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class and **PUT IT AWAY WHERE YOU CANNOT SEE OR FEEL IT!** Students are allowed 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.

Course Modules and Schedule:

This course is divided into three Modules. They are, in order:

Course Modules		
Module 1: Water and Air Issues (8/25-10/3)		
	Infamous historic water/air issues	The Exxon Valdez oil spill Decline of Atlantic Cod Minamata Disease Flint Michigan
	Contemporary water/air issues	Melting sea ice/Sea level rise Dead Zones Marine Plastics Coral Bleaching
Module 2: Terrestrial Ecosystem Issues (10/6-11/7)		
	Infamous historic eco issues	Old growth redwood forests Bushmeat trade Loss of Amazon forest
	Contemporary terrestrial nature issues	Loss of honeybees Rapid Ohia Death The Hawaiian crow: 'Alalā California or Maui fires
Module 3: Human Development Issues (11/10-12/5)		
	Infamous historic development issues	Love Canal Chernobyl nuclear meltdown Explosion @ Bhopal Chemical Plant
	Contemporary development issues	Heat Waves Runit Dome Sound pollution Red Hill fuel tanks

Environmental Ethics:

Because an important part of this course entails imparting in you an awareness of the importance of ethics in environmental and public health problem solving, we want you to be aware of the huge variety of kinds of environmental/ecological ethics in the real world and will devote class time to this topic. Discussions will include the various ways people believe they fit into nature and how they feel we should treat nature. Eco-ethic differences are often the ultimate causes of issues. The books: *Earth Insights: A Multicultural Survey of Ecological Ethics* and *Case Studies in Environmental Ethics* as sources of information for this topic. At the end of the course we will try and forge the ideal eco ethic...





Introduction to Environmental Issues

Course Schedule

Fall 2025

Week of: Readings & Activities

Module 1: WATER and AIR ISSUES **Note: ALL of the links for Module 1 ARE PROVIDED below!**

- 8/25-8/29 Monday: **READ** the course Syllabus [HERE](#)
 Dr. Gail reviews the course syllabus with you; Introductions to us!
Explain Intro Poems; See e-handout for poem structure [HERE](#)!
 Complete the UNgraded **Course Pre-Assessment** survey [HERE](#)!
 The United Nations Sustainable Development Goals
 Psychological reactions to the challenges we'll learn about explained by Dr. Gail
Intro Poem due Friday 8/29! Upload [HERE](#)!
- 9/1-9/5 Read for Friday (QUIZ!) Environmental Ethics: Chapter 1 [[“Sci, Ethics & the Enviro”](#)]
NO CLASS MONDAY: Labor Day!
NO 11:30 CLASSES WEDNESDAY: Spiritual Convocation @ 11:30
 Discuss Environmental Ethics reading and Ecological Ethics in class
 Read for Monday: First Issue reading: Watersheds 4: Chapter 5 [[“Oil on the Rocks”](#)]
- 9/8-9/12 First Issue discussion (cont'd)
 Introduction to evaluating environmental solution strategies folder [here](#)
Environmental Ethics reading: [[“What is anthropocentrism”](#)]
 Discussion of Anthropocentrism versus Ecocentrism
- 9/15-9/19 Enviro Ethics Case Study #1: Read Chpt 12 [[“The God Squad”](#)]
Ethics reading: Earth Insights: Chapter 2 [[Western European ecoethics](#)]
 Discuss Western European ecological ethics
 Western enviro ethics DVD
[Choose Presentation Topics & Groups](#)
- 9/22-9/26 2nd Issue reading: Watersheds 4: Chpt 3 [[“Skunked: Crisis in the NE Fisheries”](#)]
 2nd Issue discussion
 Catch up Day - or - watch [“The End of the Line”](#) or [“Seaspiracy”](#)
- 9/29-10/3 **Current Water/Air Issues Presentations given on 9/29-10/1**
Essay Exam I completed IN CLASS 10/3!
 Explain [Agency Exposés](#)

Module 2: TERRESTRIAL ECOSYSTEM ISSUES

- 10/6-10/10 Earth Insights: Chapter 6 [Polynesian & Native American enviro ethics]
 Discuss Polynesian and Native American ecological ethics
 Polynesian & Native American eco-ethics and DVD's
Agency Exposés DUE 10/10 upload online share in class
 First Issue reading & discussion [Issue TBA]



- 10/13-10/17 **NO CLASS MONDAY:** Indigenous People Day!
Discuss first issue reading
Earth Insight's: Chapter 3 [Hindu, Jainist, Buddhist ethics]
Discuss Hindu, Jainist, Buddhist ecological ethics
- 10/20-10/24 Enviro Ethics Case Study #2: Read Chpt 5 ["Yellowstone Wolves"];
Mid-Semester **FUN**: **Your Favorite Art that Changes Hearts & Minds!!!**
Choose Presentation Topics & Groups
- 10/27-10/31 2nd Issue reading: Watersheds 4: Chpt 6 ["The Extended Family"]
2nd Issue discussion
Explain **Enviro Careers We Might Like to Have...**
- 11/3-11/7 **Current Terrestrial Ecosystem Issues Presentations given on 11/3-5**
Essay Exam II completed IN CLASS 11/7!
Earth Insights: Chapter 4 [East Asian Deep Ecology enviro ethics]

Module 3: HUMAN DEVELOPMENT ISSUES

- 11/10-11/14 Discuss East Asian Deep Ecology enviro ethics
East Asian enviro ethics video/DVD
Enviro Careers We Might Like to Have...DUE 11/21 upload online share in class
First Issue reading & discussion [Issue TBA]
- 11/17-11/21 First Issue discussion
Environmental Ethics: Chapter 4 ["Responsibilities to Future Generations"]
Enviro Careers We Might Like to Have or NEED!...DUE 11/21
- 11/24-11/26 Discuss Responsibilities to Future Generations and ecoethics
Second Issue reading & discussion [Issue TBA]
Second Issue discussion
Choose Presentation Topics & Groups
NO CLASSES THURSDAY or FRIDAY: Thanksgiving Recess
- 12/1-12/5 Earth Insights: Chapter 9 [A Postmodern Evolutionary-Ecological Ethic]
The Ideal Eco-Ethic? We describe it!
Course Post-Assessment survey [HERE](#)
Human Development Issues Presentations Given on 12/3-5

- **NOTE: Essay Exam III (for those of you who have not completed two essay exams) will be completed on Final Exam day which will be announced when the schedule comes out and taken in our regular classroom.** Also ALL of your service learning assignments (Excel sheet fill-in, discussion and photos) **are all due by Friday December 12thth at midnight!** Late assignments will not be accepted!

Classroom Atmosphere

Guys, I value a very open, yet courteous class atmosphere whether we are together in person or working together/discussing something online. **Express your ideas! Respect the thoughts and ideas and opinions of others** – really think about what others say. **You will learn as much from each other**

as you do from me. Ask your questions. (The only dumb question is the one in which you ask yourself if you should ask your question.) **Propose solutions.** THINK, LEARN, WORK HARD, HAVE FUN.

Nothing is Certain but Change Itself Clause...

This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible to each, 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 are not excuses for not knowing what's in it!

Other general notables not specific to this class...

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 30 days if the student does not complete the coursework. 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 30 days after the end of the semester or term. This limit may not be extended.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Specific Credit Situations: 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.

How ENV 100 Meets the Credit Hour Policy:

There are three components to the amount of time students will spend in a course:

1. **Seat time:** 35 hours
2. **Time spent on key assessments:**
 - 2.1. Three class team presentations – 6 hours preparation/research x 3 = 18 hours
 - 2.2. Sixteen chapters to read from texts & study for quiz – 3 hours each x 16 = 48 hours
 - 2.3. 15 hours mandatory service project and reflections = 18 hours
 - 2.4. Career assignments: Intropoem, Agency Expose, Careers We'd Like; Careers we Need = 8 hours
 - 2.5. Reviewing for two in class essay exams = 10 hours

TOTAL: 137 Hours

PAU!!!

See you in class!