ENSTU 472: Project in Environmental Education
California State University Monterey Bay, Spring 2021
Tuesdays and Thursdays, 10-11:50 a.m. (4 units)

"The principle goal of education is to create [people] who are capable of doing new things, not simply repeating what other generations have done - [people] who are creative, inventive, and discoverers." -Jean Piaget

Figure 1. Spring 2019 Capstone Students at Los Arboles Middle School

Instructor Office Hours

Dr. Tori Derr, Associate Professor, Environmental Studies, Applied Environmental Science
Office Hours: Thursdays 9-10 a.m., or via appointment
Office Hours Zoom Link: https://csumb.zoom.us/j/87427786360
Email: vderr@csumb.edu
Office phone: 831.582.4697 (I will receive voice messages from this phone)

Virtual office hours are times you can meet with me to discuss questions or concerns you might have, course projects, and other related issues. Join the Zoom meeting during office hour times using the link above, or email me to schedule a separate time to meet.

Course Overview

The capstone course represents the culmination of your educational experience: the opportunity to apply and synthesize skills and knowledge gained in previous semesters to a professional project that can be considered your "crowning achievement" within the Environmental Studies Program.

This interdisciplinary course will investigate "green schools" as sites for sustainability and environmental education. Some aspects of "green schools" include green schoolyards, health and social equity, building design, sustainable systems, and opportunities to integrate sustainable systems into the school pedagogy. In this course, you will address three central questions:

1. How do institutional frameworks support the integration of "green school" features into the infrastructure of the school?
2. How are "green schools" used as sites for teaching and learning?
3. How do these programs and practices foster equity and inclusion: in access to resources and through a plurality of approaches that recognize diverse ways of being environmentalists?

To evaluate the first question, you will conduct a review of California schools that have received recognition through LEED (Leadership in Energy and Environmental Design) through the US Green Building Council (LEED for Schools and LEED New Buildings); the US Department of Education's Green Ribbon Schools program; Green Schoolyards (Green Schools Initiative and Green Schoolyards America); and NOAA's Ocean Guardian Schools.

To evaluate the second question, you will reach out to regional schools and support partners to explore how schools integrate their green features into their pedagogy, and to identify additional supports that could facilitate greater integration into teaching.

The third question will be embedded into the first two analyses based on locations of schools, demographics served, and pedagogical approaches employed.

Catalog Description

Project based class with a regional environmental education partner. Projects will place students in learning environments where students will focus on sustainability and environmental topics. Projects will vary from year to year. [(Prereq: ENSTU 300 or ENVS 300 or BIO 300 or MSCI 300 with a C- or better) and (Coreq: ENSTU 410) and (Prereq or Coreq: ENSTU 350 with a C- or better)]

Learning Outcomes

Sustainability
- Consider the natural, economic, and social systems of sustainability while developing and implementing applied research
- Analyze and explain capstone projects in the context of local, national, and global sustainability

Community Engagement & Social Justice
- Enter, participate in, and exit a community in ways that are sensitive to systemic injustice.
- Demonstrate intercultural communication skills, reciprocity and responsiveness in work with community.
- Evaluate how the actions of oneself, professionals, and institutions associated with the student's capstone foster both equity [reduce structural injustice] and inequity [i.e. perpetuate structural injustice] in communities and society.

Personal and Professional Practice

- Develop and implement personal, professional and institutional strategies, policies and/or practices that work towards creating greater sustainability and equity in communities.

Course Materials

No required course materials for purchase beyond computer and internet access and materials provided via iLearn.

Course Structure & Assignments

Phase 1: Understanding green schools as site for sustainability and learning (Literature Review)	Phase 2: How do institutional frameworks support the integration of "green school" features into the infrastructure of the school? (Program Reviews)	Phase 3: How are "green schools" used as sites for teaching and learning? (Outreach to regional schools and partners)	Phase 4: What meta-lessons can be learned from this analysis? (Comparative Case Study)

Literature Review (10%): Each of you will independently read 5 assigned articles that review the principles of green schools as sites of sustainability and environmental education. You will write an approximately 1,000 word paper that outlines how "green schools" are conceptualized to: reduce negative environmental impacts; promote positive human and ecological health; and to promote learning and action competencies.

Program Review (30%): Working in groups, you will conduct a review of databases and documents that demonstrate: i) how schools bring sustainability into the school's infrastructure (buildings, systems, and landscapes); ii) how schools practice sustainability; and iii) how schools build linkages between the built environment (buildings, systems, and landscapes) with teaching and curricula.

Regional Education Analysis (25%): Working in groups, you will conduct virtual outreach to schools and regional education partners to learn how schools are bringing sustainability into school infrastructure and teaching and to identify what resources could support better integration of the school infrastructure into teaching or co-curricular activities. Virtual outreach will include a short recording of a summary of your program review that can be shared with students in Monterey County schools to gather their perspective. You will also conduct interviews with school and community organization partners.

Comparative Case Analysis (5%): Working across groups, you will identify themes that emerge from the program review and regional educational analysis. What are the strengths of some of the frameworks for integrating sustainability into school infrastructure? Do some models lend themselves to integration into teaching better than others? What consistent supports or resources do schools need to accomplish these goals?

Course Grading

Attendance and participation   35%

      10% Attendance

      25% Personal Initiative (based on self-reflections, group member assessments, and project complexity)

Summative Assignments   65%

      10% Literature Review

      25% Program Review

      25% Regional Educational Analysis

      5% Comparative Case Analysis

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	95-100%	C	74-76.99%
A-	90-94.99%	C-	70-73.99%
B+	87-89.99%	D+	67-69.99%
B	84-86.99%	D	64-66.99%
B-	80-83.99%	D-	60-63.99%
C+	77-79.99%	F	59.99% or lower

Students should check grades in iLearn as they accrue. Missing or incorrect grades in iLearn should be reported immediately, and must be reported no later than the last day of classes.

Course Operations & Expectations

This class will meet on Tuesday and Thursday mornings from 10:00a.m. to 11:50 p.m. via Zoom. Class time will be provided to review weekly work tasks, to assign you to break out work groups, and to provide working support. Some short lectures will be provided as needed and those will be pre-recorded for out-of-class review.

A note on these challenging times: We are all adjusting to the changes and challenges that have resulted from COVID-19, wildfires, and political and racial injustice and unrest. I hope that we will all work together as a community to support each other as best we can. If you are struggling with access to the internet, having technology challenges, or trouble staying productive, please communicate with me during office hours or via email. If there are specific suggestions or requests for facilitating your learning in this course, especially during these trying times, please do not hesitate to reach out. I care about all of you as people and as students, and I recognize that your health, safety, and wellbeing are essential to learning and course success.

Community Norms (To be reviewed and revised the first week of class)
- Listen to learn, not to respond
- Engage in discussion, not debate

- Monitor your own participation: try stepping forward if you are a hesitant participant; try stepping back to allow all students to engage
- Come to discussions ready to engage. If you are less prepared, play a listening role and commit to doing more next time
- Respect others' opinions
- Use active listening to understand others
- In this class, we promote accessibility, open-mindedness, and fair opportunity.

Zoom Participation Norms
- Modify your name on zoom as you would like to be called, and provide your pronoun preferences after your name. e.g., Tori Derr (she/hers)
- Enter class muted, and stay muted when not talking, while being ready to participate
- Keep your camera on for discussions to the extent possible
- Stay focused. Close other windows on your computer and give the discussion your full participation.
- Keep discussion of pets and other distractions for social times. If pets enter the camera on their own, just let them pass.

Unit Workload: An average student expecting a B or B- in this course should plan to spend at least 12 hours per week on this course, including class time.

Late or incomplete work: No late work for formative/participation assignments will be accepted. This is to facilitate prepared, active class discussion. Late assignments and incomplete work will be accepted for formal written assignments, with a reduction in grade by 3% per day up to one week. If you are having difficulty meeting deadlines at any point in the semester, please schedule an appointment with me so that we can strategize how to best be accountable to yourself and the course. All deadlines during the final assessment week are firm; no late work accepted during this week.

Absences: Excused absences are for family death, illness or other medical event documented with a doctor's note, or other extreme events. Communicate with me via email if you will miss a class *for any reason*, or if other extenuating circumstances are interfering with your attendance and/or performance.

Detailed Schedule and Assignment Due Dates

All assignments and due dates are reflected in the detailed schedule below. I will make every attempt to adhere to this schedule so that you can plan your own workload. However, I may change this schedule if needed, in order to facilitate better learning (e.g., more time until an assignment deadline), or for unforeseen schedule changes academically. Any changes to the schedule will be announced in the following ways: i) the revised schedule will be announced via the course email list; ii) changes in due dates will be made for iLearn assignment dropboxes, and iii) an announcement will be made in class.

Week/ Date	Major Assignments (To be completed before the start of class)	In-Class Topics/Work
1 Tu, 1.25	Watch pre-recorded short lecture on syllabus and course overview	-Introduction to Course -What is a "green school"?
1 Th, 1.27	Read David Orr's two short essays on Architecture as Pedagogy (1993/1997)	-Generate core principles and practices of "green schools" -Collaborative Slide Writing
2 Tu, 2.2	Read Cole, Green Building Literacy (2019)	-Generate core principles and practices of "green school buildings" -Collaborative Slide Writing
2 Th, 2.4	Read Cole et al., Green Building Education in Green Museums (2020)	-Generate core principles and practices of "green education" -Collaborative Slide Writing
3 Tu, 2.9	Read Plevyak et al., Green Ribbon Schools (2019)	-Generate core principles and evaluative frameworks for "green ribbon schools" Collaborative Slide Writing -Review websites and materials for Program Review
3 TH, 2.11	**Literature Review Due** Identify Preferences for Program Review Group via Google Survey	Initiate Program Reviews in Groups
4 TU, 2.16		Create Spreadsheet Categories for Excel Analysis
4 TH, 2.18		Complete Spreadsheet Format; Begin Document Analysis

Week/ Date	Major Assignments (To be completed before the start of class)	In-Class Topics/Work
5 TU, 2.23		Group Work
5 TH, 2.25		Group Work
6 TU, 3.2		Group Work
6 TH, 3.4		Complete Document Analysis
7 TU, 3.9		Generate Key Findings
7 TH, 3.11	**Program Review Due**	Informal Presentations; Comparative Case Analysis Part I
8 TU, 3.16		Initiate Regional Education Analysis
8 TH, 3.18		Generate semi-structured interview questions for administrators/teachers
9 TU, 3.23		Create summary video for outreach to students
9 TH, 3.25		Group Work
10 TU, 3.30	**Spring Break: No Classes**	**Spring Break: No Classes**
10 TH, 4.1	**Spring Break: No Classes**	**Spring Break: No Classes**
11 TU, 4.6		Group Work
11 TH, 4.8		Group Work
12 TU, 4.13		Group Work
12 TH, 4.15		Group Work
13 TU, 4.20		Complete Outreach and Begin Data Analysis
13 TH, 4.22		Data Analysis
14 TU, 4.27	**Regional Education Analysis Due**	Informal Presentations; Comparative Case Analysis Part II
14 TH, 4.29		Comparative Case Group Work
15 TU, 5.4		Comparative Case Group Work
15 TH, 5.6	**Comparative Case Analysis Due**	

Week/ Date	Major Assignments (To be completed before the start of class)	In-Class Topics/Work
16 TU, 5.11		Presentation preparation: MOC Presentation to Faculty Panel
16 TH, 5.13		Presentation preparation
17 TU, 5.18		Presentation preparation
17 TBD	**Capstone Festival**	

University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. Enrollment and Registration Policy. The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration. Please go to: https://csumb.edu/policy/enrollment-and-registration-policy

2. Academic Integrity. Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to: http://policy.csumb.edu/site/x20830.xml

3. Students with Disabilities. Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.
Email: Student Disability Resources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY

Website: http://sdr.csumb.edu/

4. Learning environment – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

5. Communication. CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis.

6. Collection of Student Work. CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.

7. Center for Student Success (CSS). CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163. Phone: (831) 582-3165.

8. Cooperative Learning Center (CLC). CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the

opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd Floor. Phone: (831) 582-4104.

9. Wellness**.** CSUMB believes that wellness matters. As a college student, you may sometimes experience problems with your wellness that interfere with academic success and negatively impact daily life. An important part of college is learning how to respond to these problems and seek guidance. Departments within Health & Wellness Services can support you in achieving and maintaining physical, mental, emotional, and spiritual wellness. To learn more about these resources go to csumb.edu/hws.

10. Sexual Misconduct, Dating and Domestic Violence, and Stalking

CSUMB is committed to creating and sustaining an environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, CSUMB encourages you to utilize the resources described below.

To report any type of misconduct: University Police Department Emergencies: 911

Title IX: Discrimination, Harassment, and Retaliation Office Non-emergencies: 831-655-0268 Call: 831-582-3510 Email: wensmith@csumb.edu Email is recommended for fastest response

For confidential support: Campus Advocate/Monterey County Rape Crisis Center Personal Growth and Counseling Center (PGCC) Call or text: 831-402-9477 Call: 831-582-3969 24 hour crisis line: 831-375-4357

Any CSUMB staff or faculty member other than the campus advocate or PGCC counselors who are told about student experiences of misconduct must report information to the Title IX office. Only PGCC and campus advocate staff can keep such information confidential.

11. Veterans and Active Duty Military Personnel

Veterans, active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.