

ENSTU 472: Projects in Environmental Education (4 units) California State University Monterey Bay, Spring 2024

Tuesdays and Thursdays, 10-11:50, Chapman Science, Room E105

“We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.” -Cesar Chavez



Spring 2019 Capstone Students at Los Arboles Middle School

Instructor Access & Office Hours

Instructor	Dr. Tori Derr
Office Hours	Wednesdays 12:30-1:30 p.m. in Chapman S307 Or as arranged by Zoom, in the garden, at Chapman, or CSUMB cafes
Communication	CSUMB establishes email as the official mode of communication. Please use email for all communications. I will do my best to respond within 24-48 hours. I use Canvas for whole-class announcements but not for individual communications.
Email	vderr@csumb.edu
Office Phone	831.582.4697

How to refer to me? You may refer to me as Tori, Professor Tori, or Professor Derr, whichever feels most comfortable to you. My pronouns are she/her/hers.

Office hours are times I set aside for you, the students. My scheduled office hour is in Chapman S307. However, scheduled office hours often conflict with student schedules, so you may also schedule an in-person or zoom meeting that fits both of our schedules at any time in the semester. Office hours are times you can meet with me to discuss the material being covered in class, questions or concerns you might have, and other related issues. Feel free to attend office hours even if you don't have any questions but just want to explore topics of interest, talk about your professional or curricular path, or get to know each other outside of class.

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 ideas of place-conscious education. *Place-conscious education* actively engages all people as learners in a co-constructing a critical understanding of place, and its intersections with local history, culture, ecology, and justice. CSUMB students will act as facilitators of projects in the California Coast region, as well as in Kern County, collectively observing, learning, and experimenting with sustainable practices.

Specifically, students will be involved in one of four projects, designed with project partners, that seek to enhance the health of local ecosystems and to involve community members, from children to adults, in the processes of constructing place together. The specific projects this semester include:

- *Place-conscious outdoor education in Las Lomas, California.* In partnership with the Elkhorn Slough Foundation and the Hall District Elementary School, students will facilitate 4th grade field trips; support in-class development of 4th grade research, presentations, and activities they will lead with 2nd and 3rd graders; and support the planning and implementation of a community-based exhibit that shares highlights of this work and partnership. They will also consider and develop ways to expand the partnership by integrating *los saberes* of the families of Las Lomas through Elkhorn Slough Foundation’s family program. This project builds directly on ENSTU 365 collaboration.
- *Salinas River Equity in Access.* In partnership with Monterey Waterkeeper, this project will support outreach to communities that reside along the Salinas River, with a particular emphasis on south Monterey County. Students will conduct outreach at events, outside store fronts, and through other means and will develop, implement, and analyze a survey to identify barriers in access to the Salinas River. Students may also add components to this project that relate to water quality and align with the Water Diaries project.
- *Water Diaries, Las Lomas and Kern County.* Working with a grassroots group of artists, water justice advocates, and community groups, this project will support the development of art-based projects that make water quality and safe drinking water intelligible to the general public. Students will research materials for water quality testing and monitoring within the region; will develop infographics or other media to support the translation of these resources to the general public; and will work with project partners to plan and implement a water quality testing workshop that integrates the arts and dyeing.
- *Beaver Restoration Curriculum and Pilot.* Working with a range of conservation groups and educators, students in this project will research beaver restoration initiatives, develop a curriculum for the public (K-12 through adult, to be

determined by the group), and pilot some lessons in partnership with existing education groups before revising their final curriculum. Piloting of the curriculum may occur in the Monterey region, in the Rio Grande in the Albuquerque, New Mexico, and/or in the Gila, New Mexico region in association with Dia de los Niños or the Children's Water Festival.

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 an environmental education practicum
- 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 access to a computer/laptop/tablet and internet access and materials provided via Canvas. It will be helpful to have access to digital devices more than a phone for each class period, except days when there are field trips.

Logistics

This course will run as a practicum or studio, meaning that students will work together to plan and realize projects with instructor support during class time. At times, the entire class will support a single project, by participating in field trip activities. At other times,

dedicated time will be given to group capstone projects. In order to produce quality work and support each other in a professional context, all students should arrive on time and be prepared to work. This means bringing required materials, and preparing to be focused on capstone projects. At other times, this may mean setting aside your own group projects in order to support the needs of the entire class.

During the first two weeks, we will complete paperwork and review logistics for project placements. There are several field trips planned for the semester. To attend, all students must complete paperwork to become volunteers with Elkhorn Slough Foundation and complete the university liability and risk reduction paperwork. For those students who work with the Carneros Creek Outdoor Classroom as their primary capstone project, they will also be responsible for obtaining a TB test and background clearance through the Pajaro Valley Unified School District.

Important dates (subject to change based on weather or other unanticipated adjustments) that apply to all students in the course:

- Jan 25 - 7:45-12, Carneros Creek in Las Lomas (all students will support 4th grade field trips to the site)
- Feb 1 - 10 am: Project partners introduce themselves and the projects; students submit expressions of interest
- Feb 22 - 7:45-12, Carneros Creek in Las Lomas (all students will support 4th grade field trips to the site)
- Feb 29 - 8-12 - to Salinas River, multiple sites (south Monterey County)
- March 28, 7:45-12, Carneros Creek, 4th graders present to 2nd graders (I know this is during spring break; I am working on changing it... if possible)
- April 18 - 7:45-12, Carneros Creek in Las Lomas - water quality workshop, including testing of Salinas River samples
- April 20 - 8-12, Carneros Creek in Las Lomas - natural dye workshop
- April 22-23, all day (details TBD) - to Kern County for storysharing circle and performance art around water with Xico Martinez and Vecinos Unidos.

We, the course project partners and I, hope that you can make arrangements for participation in ALL field activities. If you have schedule conflicts for the field trips that extend outside of regular class hours, please communicate with me as soon as possible.

Carneros Creek Outdoor Classroom is located in Las Lomas, California. Across the street is Hall District Elementary School, located at [300 Sill Road](#). Transportation will be provided to all course field trip sites.

Course Assignments & Grades

Attendance and Personal Initiative: 40%

- 15% Attendance and Active Participation
- 5% Water Diaries
- 20% Personal Initiative (based on self-reflections, group member assessments, and project complexity)

Practicum Assignments: 60%

- 20% Project Planning Assignments
- 40% Final Project Report

Attendance (15%): Attendance is an essential aspect of this course, which works as a practicum to collaboratively develop and realize capstone projects. We will use course time together judiciously. Participation is essential to this course, and your peers and community partners are relying on you to attend and do your part. We all have strengths and skills we can bring to each project, and we will work as a course team to identify what those skills are and how they can best be realized towards capstone projects. Your peers will also be relying on you to attend the planning days, so attendance is important on all days, and active communication with the instructor and your group on days when absence is necessary is requested.

Personal Initiative (20% Total – 7% first submission; 13% second submission): Group work can be challenging, and it is also part of professional life. Personal initiative reflects a combination of self-reflections about how well you are contributing to the group, group member evaluations of your work, and instructor feedback. Your personal initiative grade will be assessed twice during the semester so that you have a chance to receive feedback and improve where/if needed. This is an individual grade. The averages of initiative grades will determine whether full or partial credit is awarded for other group assignments, particularly the final report.

Project Development Assignments (20% Total): Successful project development and implementation requires skills in setting goals, setting benchmarks to achieve these goals, and periodically revising plans as projects take shape. In the capstone course, groups will submit a project plan outline in February, and will revise that plan in March. These plans will identify goals, specific deliverables, and steps to achieve them. Where relevant, they will also identify key supports needed and roles for each group member and from community partners. The plan will also identify how they will enter and exit community, and how they will communicate with project partners and community members in a way that respects their lived experiences and professional realities. In April, groups will submit a project brief that begins to develop in more detail what is being accomplished through the projects, as a step toward the projects' final deliverables and report. All group members are expected to contribute to project planning as well as implementation. If students do not participate in the planning process, and do not communicate with their groups about this, no credit will be issued.

Final Project Report (40%): Each group's final report will vary depending on the project goals and deliverables. The structure of the report will be developed through project development assignments, example work, feedback from project partners, and instructor support. At a minimum each report will consist of the following:

1. An overview of the project goals and deliverables sought
2. How the project links to the course learning outcomes for sustainability and social justice, drawing from published literature (academic) or white papers.
3. A detailed account of your specific project. What were the goals and outcomes? What specific activities or deliverables did you prepare and implement?
4. Photo and text documentation about how you engaged with community in the process of your project.
5. A whole group reflection: Did things go according to plan? Why or why not? What insights did you gain about the project/project goals? About working toward sustainability and social justice?
6. Documentation of the final project deliverables. This can be scans, photos, models, etc. Describe what these deliverables represent in terms of project goals.
7. Individual reflections:
 - a. How did your project address ideas of place-conscious education?
 - b. What did you learned about the process of working with the others (community partners, other students, community members, etc.)?
 - c. What did you learn about yourself? Your skills, interests, and abilities? What areas stretched you, and when did you feel most comfortable and grounded? Does this help you articulate your own personal or professional aspirations in some way?

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

Course Expectations and Community Norms

This course requires extensive collaboration, flexibility, and professionalism. I hope that we will all work together as a community to support each other as best as we can. If you are struggling, please communicate with me during class, office hours, or via email. If there are specific suggestions or requests for facilitating your learning in this course, please do not hesitate to talk to me as soon as possible. It is much easier for me to support pro-active problem solving early on, rather than waiting for problems to build. 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. I invite you all to join our community of learners, where we support each other and recognize the diverse strengths and needs we all may bring to the course on any given day.

Community Norms

- Consider the practicum as an opportunity to advance your professional practice. Whether you are interested in teaching, informal education, or community based or sustainability work, these skills are relevant and important to the course projects.

- Embrace the course values to serve as a facilitator and co-constructor of knowledge with each other and with community.
- Acknowledge and commit to investing in this course and its work, as an individual and as a team member.
- Identify your own, and recognize in others the diverse strengths of our course community and support each other's diverse (and likely variable) needs throughout the semester
- Use respectful and active listening to understand others
- Monitor your own participation (step forward, step back, support others in advancing their skills as well as your own)
- Bring materials to facilitate active participation. Most days this includes a laptop.
- Use digital devices during group work, but be present for discussions and instructions.

Late or incomplete work: In general, work for this class needs to be submitted on time, as in a professional work environment. If on-time submissions are not possible due to emergencies, or extenuating and legitimate causes, please communicate with me in advance. The following extend to the few individual assignments for this course, as well as to your accountability to group work.

I consider the following to be "emergencies": You are ill or injured; a member of your family is ill, injured, or passed away; you had to deal with an unexpected and significant short-term personal emergency, including last-minute inability to secure child care. If you experience long-lasting or multiple emergencies during a semester that cause you to miss more than two classes (a week), please schedule an appointment with me.

I consider the following to be "legitimate" reasons for late work: You were attending a conference, attending a university-sanctioned sporting event, you were on a research or other university-sanctioned trip, you were attending an important family event such as a wedding, you experienced internet connectivity issues, or the like.

I do not consider the following types of reasons emergencies or legitimate: You had too much work in your other classes; you did not allocate enough time for the assignment; you forgot about the assignment; you did not feel like coming to class; you overslept; you lost your work and did not have it backed up. (We are a google campus, and should utilize online space for backing up work).

Detailed Schedule and Assignment Due Dates

All assignments and due dates are reflected in the detailed weekly schedule on Canvas – which is a google doc that is updated as needed. I will make every attempt to adhere to this schedule so that you can plan your own workload. However, I reserve the right to 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; and ii) changes in due dates will be made for Canvas assignment dropboxes and weekly overviews.

University COVID-Related Policies

Anyone sick or symptomatic should not come to class or work. If you test positive for COVID-19, please report this to the University by submitting a [COVID-19 reporting form](#) to support continued exposure tracing. Anyone who has confirmed or believes they may have been exposed to a COVID-19-positive person should also [report the exposure](#) and test within 3-5 days of exposure. While not symptomatic, close contacts should wear a mask in all indoor public spaces for up to 10 days and continue assessing for symptoms as recommended by the [California Department of Public Health COVID-19 guidance](#). The university will remain a [mask-friendly campus](#) and will continue to provide free masks, including 3-ply surgical and KN95 options, at these eight locations:

- [Alumni Visitor Center](#) | Info desk at main entrance
- [Building 12](#) | Housing Office
- [Building 47](#) | Student Service Center lobby
- [Library](#) | First floor
- [Otter Sports Center](#) | Info desk at main entrance
- [Otter Student Union](#) | Info desk at main entrance
- [Promontory Housing Office](#) | Building B
- [University Center](#)

Care Team

As your instructor I care about you as a person. Thus, if you stop coming to class, skip an exam, do not respond to emails, then I will be compelled to contact the [CSUMB CARE Team](#) to make a referral. They will then reach out to you to make sure you are not in distress. If you know you are going to be away or non-communicative, then please let me know in advance and this will not trigger the referral.

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. **Official 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. Also look for information on the course website. The site contains all the information you will need for the course. This includes all homework assignments, topic schedule, lab schedule and any other information you need.
2. **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>
3. **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, use of Artificial Intelligence as your own work, 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: <https://csumb.edu/policy/academic-integrity-policy/>
4. **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: StudentDisabilityResources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>
5. **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.

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.”