

EVST 400: ENVIRONMENTAL CAPSTONE  
T/R 1:15-2:30 PM; RISC 262  
Fall 2024

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**Instructor: Dr. Kyle Keeler**  
Pronouns: him/his/he  
Office: 226 RISC  
Phone: 610-330-3506 (office)  
Email: [keelerk@lafayette.edu](mailto:keelerk@lafayette.edu)  
Office Hours: Tuesday/Thursday  
4:00-5:00  
Wednesday 2:30-3:30

**Instructor: Dr. Ernest Nkansah Dwamena**  
Pronouns: him/his/he  
Office: 224 RISC  
Phone: 330-3048 (office)  
Email: [nkansahe@lafayette.edu](mailto:nkansahe@lafayette.edu)  
Office Hours: Mon & Wed: 3:30-  
4:30 pm.

**Librarian:** Kylie Bailin | her/hers/she / 126 Skillman Library /Email: [bailink@lafayette.edu](mailto:bailink@lafayette.edu)

**COURSE DESCRIPTION:**

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Welcome to a course that transforms our campus into your living environment laboratory. As the pinnacle of your academic journey, this course integrates all the knowledge you've gained throughout the environmental program while fostering your personal and professional growth. Here, you'll enhance the College's environmental standing, build sustainability leadership, and advance the climate action plan by completing an original project that showcases your interdisciplinary thinking and expertise.

As a graduating senior in Environmental Studies and Sciences, this is your chance to demonstrate leadership and help usher in a new era of sustainability and environmental citizenship within the Lafayette community. EVST 400 is more than just academic learning; it's also about your professional and personal development. You'll refine essential career readiness competencies, such as career exploration, leadership, communication, project management, critical thinking,

professionalism, teamwork, and equity and inclusion. By intentionally developing, demonstrating, documenting, and articulating these core competencies, you'll strengthen your candidacy for internships and jobs and accelerate your career mobility and advancement. This is your opportunity to make a lasting impact while preparing for the next exciting chapter.

*Meditation/Mindfulness Practice:* To support your holistic development, each class will begin with a five-minute meditation and conclude with a closing reflection. These practices have been intentionally integrated into the course to help you center your thoughts, manage stress, and enhance focus. The meditation will allow you to start each session with a clear and calm mind, ready to engage fully with the material and your peers. The closing reflection will offer a space to consolidate your learning, connect your experiences to broader goals, and foster a deeper understanding of how your work contributes to sustainability and environmental citizenship.

### **Student Learning Outcomes (SLOs):**

Upon successfully completing this course, you will be able to:

1. *Conduct Independent Research for Problem-Solving:* Conduct independent research that contributes to solving environmental problems from an interdisciplinary perspective.
2. *Enhance Career Readiness and Professional Growth:* Cultivate and articulate core career readiness competencies—such as career exploration, leadership, communication, project management, critical thinking, professionalism, teamwork, and equity and inclusion—to strengthen your qualifications for internships and jobs and to accelerate your career progression and personal growth.
3. *Communicate Complex Environmental Issues:* Present well-rounded perspectives on complex environmental problems through clear and compelling written and oral arguments tailored to professional and general audiences.
4. *Master Project Management:* Use project management skills to effectively plan, implement, and evaluate sustainability and environmental initiatives.

### **Course Materials & Resources:**

- Additional Readings: Readings, podcasts, videos, and other materials will be available electronically on Moodle, which you can access using your Lafayette Network ID (username) and password at <http://moodle.lafayette.edu>.

### **REQUIREMENTS:**

EVST 400 is a writing course. Lafayette College requires all writing courses to assign at least 10,000 words (20 pages) of process writing. Be prepared to do quite a bit of writing in this course! Please see Moodle for details of the requirements, but here's the breakdown of the three main requirements/components of the course:

#### **Requirement 1: Group Research Project**

You will conduct a semester-long capstone research project in teams of three students on an environmental/sustainability issue you identify on campus. You will write a 5000-word research report, a key component of your capstone experience, synthesizing your academic journey in Environmental Studies/Science and the specific project you've identified on campus. In addition to this report, you must produce a tangible, hands-on product or deliverable that directly contributes

to sustainability initiatives at Lafayette College. Such deliverables could include an art installation with educational signage, a sustainability-focused webpage, an interactive workshop, or a community engagement event (see details in the assignment document). This is your chance to be creative and promote your environmental agenda as a group. Your report should document this work comprehensively, demonstrating interdisciplinary thinking, leadership, and your ability to communicate complex environmental issues to diverse audiences. During the last two-thirds of the course, we will take a workshop approach in which your group will work on your project. To ensure that you remain on task and that your group and the rest of the class have a clear sense of your group's accomplishments and objectives related to the project, your group will be required to give project updates (see details in the assignment document). Tuesday class sessions are dedicated to the research component of the course.

## **Requirement 2: Personal and Professional Development (PPD)**

This requirement focuses on developing your career readiness competencies and personal and professional development. As such, we will cover topics including career exploration, leadership, communication, project management, critical thinking, professionalism, teamwork, self-awareness assessment (individual development plan (IDP)), goal setting, project management basics, emotional intelligence, the job interview, public speaking, growth mindset, and resilience. PPD will be on Thursdays. The aim is to prepare you for life after graduation and to succeed in the dynamic world. This requirement has three assignments described below:

1. Career Exploration Report or Graduate School Personal Statement: For this assignment, you will create a comprehensive 1500-word report detailing your career exploration, integrating the results of your self-assessment of career readiness competencies from the homework in Week 1 and the career aptitude and assessment tests in Week 2, along with the individual development plan (IDP) you've formulated. The report should include an introduction to the importance of career exploration and self-assessment, a summary of your assessment process and key findings, an explanation of your IDP and its alignment with your career goals, insights gained from the assessments, outcomes of your career exploration, actionable steps to enhance your competencies, and a conclusion reinforcing your commitment to growth.
2. Two Passport Events (1000 words each): The Passport Assignment is an experiential learning component that connects in-class learning with real-world environmental engagement. You must attend two out-of-class events related to environmental themes (check syllabus for due dates) —and write a 1000-word reflection report for each. Examples of eligible events include volunteering at LaFarm, attending a campus talk or seminar on environmental issues, participating in a workshop organized by the Office of Sustainability, or visiting a Williams Center for the Arts performance or exhibit related to sustainability. These reports should detail your experiences, critically analyze the events and how they connect to the course and reflect on the personal and academic impact. The assignment aims to enhance your understanding of environmental issues, support your professional development, and foster a deeper connection to course concepts. Reports will be evaluated based on relevance, depth of reflection, critical analysis, and clarity.
3. Final Reflection on Professional Growth and Future Goals (1500 words): This assignment will help you synthesize and articulate your progress in developing the eight core competencies for career readiness throughout the semester. You will reflect on the competencies you focused on in your Individual Development Plan (IDP), provide real-life

examples of how you applied these skills, assess the impact of their application on your personal and professional growth, and set future goals aligned with these competencies. Additionally, you will explore the interconnectedness of these competencies and create a creative self-portrait of your growth journey.

### Requirement 3: Class Engagement

Active engagement in the classroom is essential for this course. Attendance is mandatory, so please remember to sign in. This requirement has three parts.

1. Contribution in Class: Attending every class without speaking up does not count as participation. Therefore, we expect you to actively participate in every class session and aim to speak at least twice. Your performance will be evaluated based on the quality and quantity of your contributions.
2. Thursday Entry Slips: You will reflect on the key insights from the required readings and videos about personal and professional development. Critical Insights: After completing the assigned readings, summarize the key insights you gained. Focus on the main ideas and concepts that stood out to you. Video Prompts: Respond to the specific prompts provided for the videos. Ensure your responses are thoughtful and address the questions or topics raised. There is no particular word count for this assignment. Focus on the clarity and depth of your reflections rather than the length. Submit your handwritten reflections (do not type) at the start of the class on Thursday. Your submission will be evaluated based on the relevance and depth of your insights and responses, as well as the clarity and coherence of your writing.
3. Monthly Research Project Updates: This assignment enhances your research skills by simulating real-world progress reports to stakeholders. It helps refine your communication and project management abilities while receiving and providing valuable peer feedback. Each group must present their objectives, achievements, challenges, next steps, questions and insights, feedback requests, relevant updates, and plans for the upcoming month. Presentations should last 10-15 minutes.

### Suggested Grade Breakdown/Distribution of the Course Requirement

| Requirement   | Points | Percentage  |
|---|--------|-------------|
| <b>Capstone Group Project</b>                               |        |             |
| 1. Research Report  |        | 20%         |
| 2. Deliverables of your choice                              |        | 20%         |
| 3. Monthly Research Project Updates                         |        | 5%          |
| <b>Personal &amp; Professional Development</b>              |        |             |
| 4. Career Exploration Report                                |        | 10%         |
| 5. Passports Events (2)                                     |        | 10%         |
| 6. Final Reflection on Professional Growth and Future Goals |        | 10%         |
| <b>Class Engagement</b>                                     |        |             |
| 7. Class Participation & Thursday Slips                     |        | 20%         |
| 8. Meditation/Mindfulness Practice                          |        | 5%          |
| <b>Total</b>  |        | <b>100%</b> |

## POLICIES

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### **Grading:**

EVST 400 promotes a student-centered learning environment emphasizing intrinsic motivation, holistic growth, student agency, and a deeper understanding of course content. In line with this philosophy, we have implemented an Ungrading Course Policy based on the following principles:

1. *Focus on Learning:* The primary goal is mastering course objectives and fostering intellectual, professional, and personal growth rather than assigning traditional letter grades.
2. *Intrinsic Motivation:* Ungrading encourages engagement with the subject matter out of genuine interest by removing the external pressure of grades.
3. *Self-Assessment and Reflection:* You will actively assess your progress, reflect on achievements, identify areas for growth, and set personal learning goals through activities like reflective journals.
4. *Growth Mindset and Mastery:* Mistakes are viewed as opportunities for growth. The focus is on continuous learning and personal development.
5. *Continuous Feedback and Dialogue:* Regular, personalized, and constructive feedback will be provided to support your learning journey. You will have opportunities to revise and refine your work.
6. *Authentic Assessment:* Assessments will reflect real-world applications of knowledge and skills, including projects, presentations, portfolios, reflective essays, group work, and case studies.
7. *Professional and Personal Development:* *The* course integrates professional and personal development in environmental science and studies into assessments.
8. *Equity and Inclusion:* Ungrading aims to create an inclusive and equitable learning environment, recognizing and valuing diverse learning styles, backgrounds, and experiences.
9. *Criteria-based Evaluation:* Assessments will be aligned with clearly defined criteria or rubrics provided in advance to foster transparency and fairness.
10. *Final Grade:* The final grade will be determined through a transparent, collaborative process. During midterm and the final week of classes, you will meet with me to discuss your performance/progress in the course. You will justify the grade you believe you have earned with substantial evidence. We will collaboratively determine a grade supported by the evidence of your performance. Use the guiding questions in the appendix to prepare for our 1-On-1 meeting.

If ungrading causes more anxiety than it alleviates, please get in touch with us at any point to discuss your progress. If you are worried about your grade, your best strategy is to join discussions, do the reading, and complete all assignments.

Here is Lafayette College's grading policy. A grade of "A" reflects consistent and outstanding work, a grade of "B" reflects good work, a grade of "C" reflects satisfactory work, a grade of "D" reflects poor but passing work, and a grade of "F" indicates a failure to meet course requirements. What can you do to earn an "A" in this course? Achieving an "A" requires consistently demonstrating progress and mastery across all concepts. Unlike a scenario where poor performance in one area can be offset by excellence in another, achieving an "A" demands consistent improvement and proficiency in every aspect of the course.

### **Attendance**

Class attendance is required. You are allowed up to two unexcused absences without penalty. Exceeding this will negatively impact your grade; every two unexcused absences result in a grade reduction (e.g., from A to B). Despite absences, assignments must be submitted on time unless you

provide valid reasons in advance. If unexpected challenges arise, you can use an "Oops Token" once with my permission to extend an assignment deadline by a week. Oops, Tokens do not apply to drafts, peer reviews, or debates. If you need to use an Oops Token or catch up on missed work, contact me before the assignment deadline. Late assignments are not accepted, and you will lose all points for that assignment.

### **Criteria for Success: Paying Attention in Class**

Distractions are always at hand, but the classroom is a space where we can do our best to put them aside and focus on learning. Every moment of this experience might not be joyful, but the more you can give attention to your peers and the course content, the more pleasure and satisfaction you will gain from the time we spend together. We pledge our attention to you, and I hope you will pledge it back to me and your peers. Please refer to the criteria for success for the different assignments in their respective documents.

### **Assignment Submission**

All assignments must be submitted in Moodle. Please do not email us your assignment unless I specifically ask you to do so.

### **Classroom Expectations**

To ensure a focused and respectful learning environment, please adhere to the following guidelines as they create a positive, focused, and inclusive classroom environment. Your cooperation is appreciated.

1. Cellphone Use: *Please refrain from using cell phones during class unless it's for emergency purposes. Please adhere to this policy to ensure your class engagement grade is not negatively affected.*
2. Engagement: Maintain active participation by refraining from sleeping or eating during class. Your attention contributes to a vibrant class atmosphere.
3. Punctuality: Arrive on time for each class. Timeliness respects everyone's commitment to learning and minimizes disruptions.
4. Attire: While comfort is essential, please avoid wearing hoodies in the classroom to maintain a professional and inclusive atmosphere.
5. Respectful Dialogue: Engage in discussions respectfully and courteously towards the instructor and your fellow students. Differing viewpoints are valuable; express them constructively.
6. Technology Use: Use laptops and tablets only for course-related activities, such as note-taking or accessing course materials. Avoid distractions from unrelated online content.
7. Confidentiality: Respect the privacy of fellow students and the instructor by refraining from sharing personal class-related matters outside the classroom.

## TENTATIVE SCHEDULE

| WK  | DATE         | TOPIC  | LEARNING ACTIVITIES & ASSIGNMENTS   |
|-----|--------------|--|---|
| 1.  | Tues, 8/27   | <ul style="list-style-type: none"> <li>Introduction: icebreaker and syllabus review</li> </ul>   |   |
|     | Thurs, 8/29  | <ul style="list-style-type: none"> <li><b>PPD:</b> Self-awareness assessment and IDP</li> </ul>  | <ul style="list-style-type: none"> <li><b>Homework:</b> Career readiness assessment and creation of an individual development plan (IDP) for the semester (see weeks 1 and 2 in Moodle).</li> <li>Guest lecture by Alana Klass</li> </ul> |
| 2.  | Tues, 9/3    | <ul style="list-style-type: none"> <li><b>Research:</b> Brainstorm, identify, and select project topics.</li> <li>Form project groups</li> </ul> | <ul style="list-style-type: none"> <li>Read examples of past capstone projects and research.</li> <li>1-on-1 check-in with instructors (RISC 260)</li> </ul>  |
|     | Thurs, 9/5   | <ul style="list-style-type: none"> <li><b>PPD:</b> Career readiness exploration</li> </ul>   | <ul style="list-style-type: none"> <li>Activity: Career aptitude and career assessment test</li> <li>1-on-1 check-in with instructors (RISC 260)</li> </ul>   |
| 3.  | Tues, 9/10   | <ul style="list-style-type: none"> <li><b>Research:</b> Information gathering and project design</li> </ul>                                      | <ul style="list-style-type: none"> <li>Do exercise 1 &amp; 2 in effective teaming resource by CITLS in class.</li> </ul>  |
|     | Thurs, 9/12  | <ul style="list-style-type: none"> <li><b>PPD:</b> Teamwork competence</li> </ul>  | <ul style="list-style-type: none"> <li><b>Outline of research project due by 5 pm on Fri, 9/13 in Moodle.</b></li> </ul>  |
| 4.  | Tues, 9/17   | <ul style="list-style-type: none"> <li><b>Research:</b> project objectives, goals, identify collaborators</li> </ul>                             | <ul style="list-style-type: none"> <li><b>Group project updates in class</b></li> </ul>   |
|     | Thurs, 9/19  | <ul style="list-style-type: none"> <li><b>PPD:</b> Goal setting</li> </ul>   | <ul style="list-style-type: none"> <li><b>Career exploration report due by 5 pm on Fri, 9/20</b></li> </ul>   |
| 5.  | Tues, 9/24   | <ul style="list-style-type: none"> <li><b>Research:</b> work on group project and deliverable</li> </ul>   |   |
|     | Thurs, 9/26  | <ul style="list-style-type: none"> <li><b>PPD:</b> Project management basics</li> </ul>  |   |
| 6.  | Tues, 10/1   | <ul style="list-style-type: none"> <li><b>Research:</b> work on group project and deliverable</li> </ul>   |   |
|     | Thurs, 10/3  | <ul style="list-style-type: none"> <li><b>PPD:</b> Effective communication</li> </ul>  |   |
| 7.  | Tues, 10/8   | <ul style="list-style-type: none"> <li><b>Research:</b> work on group project and deliverable</li> </ul>   | <ul style="list-style-type: none"> <li>1-on-1 check-in with instructors (RISC 260)</li> </ul>   |
|     | Thurs, 10/10 | <ul style="list-style-type: none"> <li><b>PPD:</b> Emotional intelligence</li> </ul>   | <ul style="list-style-type: none"> <li><b>First passport due by 5 pm on Fri, 10/10</b></li> <li>1-on-1 check-in with instructors (RISC 260)</li> </ul>  |
| 8.  | Tues, 10/15  | Fall Break! REST.  |   |
|     | Thurs, 10/17 | <ul style="list-style-type: none"> <li><b>PPD:</b> Leadership or Research work on group project</li> </ul>                                       |   |
| 9.  | Tues, 10/22  | <ul style="list-style-type: none"> <li><b>Research:</b> work on group project and deliverable</li> </ul>   | <ul style="list-style-type: none"> <li><b>Group project updates in class</b></li> </ul>   |
|     | Thur, 10/24  | <ul style="list-style-type: none"> <li><b>PPD:</b> The Job interview</li> </ul>  |   |
| 10. | Tues, 10/29  | <ul style="list-style-type: none"> <li><b>Research:</b> work on group project and deliverable</li> </ul>   |   |
|     | Thurs, 10/31 | <ul style="list-style-type: none"> <li><b>PPD:</b> Professionalism</li> </ul>  |   |
| 11. | Tues, 11/5   | <ul style="list-style-type: none"> <li><b>Research:</b> work on group project and deliverable</li> </ul>   |   |

|     |              |  |   |
|-----|--------------|--|---|
|     | Thurs, 11/7  | ▪ <b>PPD:</b> Public Speaking                            | ▪ <b>First draft of final group research report due by 5 pm on Fri, 11/8</b>  |
| 12. | Tues, 11/12  | ▪ <b>Research:</b> work on group project and deliverable |   |
|     | Thurs, 11/14 | ▪ <b>PPD:</b> Critical/Creative thinking                 | ▪ <b>Second passport due by 5 pm on Fri, 11/15</b>  |
| 13. | Tues, 11/19  | ▪ <b>Research:</b> work on group project and deliverable |   |
|     | Thurs, 11/21 | ▪ <b>PPD:</b> Resilience                                 | ▪ Final 1-on-1 meeting with instructors (RISC 260)  |
| 14. | Tues, 11/27  | ▪ <b>Research:</b> assess research project and revise    | ▪ Final 1-on-1 meeting with instructors (RISC 260)<br>▪ <b>Final reflection on growth and future goals due by 5pm on Tue, 11/27</b> |
|     | Thurs, 11/28 | Thanksgiving! REST.                                      |   |
| 15. | Tues, 12/3   | ▪ Project Delivery TBD                                   |   |
|     | Thurs, 12/5  | ▪ Project Delivery TBD                                   | ▪ <b>Final group research report due by 5 pm on Friday, 12/6</b>  |

### Assignments Due Dates (Tentative)

| Course Requirement                             | Due Date                                |
|--|---|
| <b>Capstone Group Project</b>                  |   |
| Research Report                                | 5 pm on Friday, 12/6                    |
| Outline of research project                    | 5 pm on Fri, 9/13 in Moodle.            |
| First draft of final group research report     | 5 pm on Fri, 11/8                       |
| <b>Personal &amp; Professional Development</b> |   |
| Career Exploration Report                      | 5 pm on Fri, 9/20                       |
| Passports Event 1                              | 5 pm on Fri, 10/10                      |
| Passports Event 2                              | 5 pm on Fri, 11/15                      |
| Final Reflection on Growth and Future Goals    | 5pm on Tue, 11/27                       |
| <b>Class Engagement</b>                        |   |
| Attendance                                     | Sign in sheet                           |
| Thursday Slips                                 | In class every Thursday starting week 3 |

**Note: Thursday slips (handwritten): insights from the readings and video analysis are due in class every Thursday starting from week 3.**

### WELLNESS STATEMENT

Your well-being is crucial to me. College can be demanding, and your mental health is key to success. You're not alone, and I'm here to support both your academic and personal growth. If you're feeling overwhelmed, remember you can use ONE no-questions-asked "mental health day" for self-care. Please reach out if you need to discuss any challenges or accommodations. Together, we can ensure a positive and supportive learning environment.

### Academic Honesty:



To maintain the scholarly standards of the College and, equally important, the personal ethical standards of our students, it is essential that written assignments be a student's own work, just as is expected in examinations and class participation. A student who commits academic dishonesty is subject to a range of penalties. Including suspension or expulsion. Finally, the underlying principle is intellectual honesty. If a person is to have self-respect and the respect of others, all work must be his/her/their own.

### **The Use of Artificial Intelligence**

You are to complete each assignment without AI tools unless explicitly stated.

1. **Permissible Use:** If AI use is permitted, it will be communicated to you or stated in the assignment instructions. Assume AI use is disallowed unless specified otherwise.
2. **Acknowledgment and Citation:** When using AI tools in permissible assignments, acknowledge and cite them properly:
  - o For work generated by AI: Include a note such as, "I generated this work using [AI tool] and edited the content for accuracy."
  - o For paraphrasing or quoting smaller samples, Follow the required citation style.
  - o Example citation for text generated using ChatGPT: "ChatGPT. (2024, July 28). 'Text of your query.' Generated using OpenAI. <https://chat.openai.com/>"
3. Provide a brief explanation (2-3 sentences) of how you used the AI tool in your assignments to ensure transparency and acknowledge the source of AI-generated content. You are responsible for the accuracy and applicability of AI-generated content.
4. **Compliance and Violations: Academic Integrity:** Deviations from this policy will be considered violations of the course's academic integrity policy, including passing off AI-generated work as your own without proper acknowledgment and citation.
5. **Disciplinary Actions:** Violations may result in disciplinary actions, including loss of credit for the assignment, academic probation, or more severe penalties determined by the institution's academic integrity policies.

### **Disability Statement:**

In compliance with Lafayette College policy and equal access laws, we are available to discuss appropriate academic accommodations you may require as a student with a disability.

Requests for academic accommodation must be made during the first two weeks of the semester, except for unusual circumstances, so that arrangements can be made. Students must register

with the Office of the Dean of the College for disability verification and determination of reasonable academic accommodations.

### **Strategies for Success:**

These strategies will enhance your academic journey and contribute to a successful semester. Remember, I'm here to support your progress, so don't hesitate to seek guidance.

1. **Self-Care:** Prioritize your well-being through sufficient sleep, regular exercise, balanced meals, and positive connections. Engage in daily activities you enjoy and seek professional help when needed. Additional resources are available on Moodle.
2. **Class Attendance:** Aim to attend every class possible for a comprehensive learning experience. Contribute actively in class discussions by sharing thoughts and asking clarifying questions.
3. **Clarification:** When uncertain, ask for clarity rather than assuming. Approach information with a positive mindset.

4. **Preparation:** Complete assigned readings and take notes before class. Record critical concepts, learn new vocabulary, and formulate questions to bring to discussions.
5. **Participation:**
6. **Assignment Approach:** Initiate writing tasks at least one week ahead. If you encounter difficulties, seek assistance from peers or me.
7. **Consistent Journaling:** Maintain up-to-date journal entries to prevent falling behind.
8. **Group Collaboration:** Collaborate effectively on group assignments. Leverage each member's strengths, hold in-person discussions, and synthesize information cohesively.
9. **Timely Communication:** Reach out for assistance early if you face challenges. Timely action leads to effective resolution.

## RIGHTS

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### **Proper Use of Course Materials & Recordings**

Course materials, including posted lectures, worksheets, and discussions, are exclusive to class use at Lafayette College. Sharing or reposting is not allowed. You must request my permission before creating your own recordings of class materials, and any recordings are not to be shared or posted online, even when permission is granted to record. Questions? Ask about material use. Are you worried about being recorded? Let me know.

### **Federal Credit Hour Compliance Statement**

The student work in this course complies with the federal definition of a credit-hour course as a four [two or one as appropriate for half- and quarter-*unit courses*]. Please see the Registrar's Office website (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal/>) for the full policy and practice statement.

### **Privacy Statement**

Moodle contains student information protected by the Family Educational Rights to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that these federal privacy laws protect this information and must not be shared with anyone outside the class. Questions can be referred to the Registrar's office.

## DISCLAIMER

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The instructors can change the syllabus and course policies at any time, with or without notice.

## APPENDIX

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Guiding Questions for 1-On-1 Meeting:

### **Regarding Ungrading**

1. **Focus on Learning:** Describe how you mastered the course objectives. Provide evidence of your intellectual growth.
2. **Intrinsic Motivation:** Explain how you pursued learning out of genuine interest.
3. **Self-Assessment and Reflection:** Describe how you assessed your progress and demonstrated learning.
4. **Continuous Feedback and Dialogue:** How did you seek and use feedback to refine your work and show learning progress? Provide specific examples of improvements based on feedback.

5. Professional and Personal Development: How did the professional and personal development contribute to your academic journey and personal growth? What personal learning goals did you set and achieve?

**Regarding Class Policies:**

6. Class Engagement: How effectively did you set aside distractions during classes to engage meaningfully with course content and peers?
7. Attendance: Did you adhere to the attendance policy? If not, explain.

**Social Presence:**

8. Participation in Group Discussions & Projects: How did your contributions to group discussions foster collaboration? Provide examples of active engagement with classmates.

**Teaching Presence:**

9. Preparation and Organization: How did your class preparation contribute to effective learning? How did you facilitate learning for yourself and others? Share examples of creativity in approaching tasks.

**Cognitive Presence:**

10. Problem-Solving Abilities: How have you applied course knowledge in various contexts?