**UC CLIMATE STEWARDS**

**TEMPLATE SYLLABUS – 12 Week Course**

**DRAFT: 05.14.2021**

Highlighted text indicates opportunities where partner organizations are expected to customize the syllabus. Other areas of text may be customized as well.

[Course Title] [Partner Logo] 

|  |  |
| --- | --- |
| Instructor Enter Instructor Name Phone Enter Phone Email Enter Email Course Start & End 00/00/0000  00/00/0000 UC Climate Stewards Website <http://calnat.ucanr.edu/cs>  **Canvas Course Website**  [login.uconline.edu/stewards/](https://login.uconline.edu/stewards/) Registration http:// Course Fee $ Course Location Enter Building, Room Course Schedule Enter Hours, Days | Course Overview **General**. The UC Climate Stewards seeks to foster a committed corps of volunteers ready to effectively engage in transformative local solutions to promote community and ecosystem resilience in a changing climate. The UC Climate Stewards course will introduce you to social-emotional resilience and trauma-aware practices, climate change communication, climate science, and community resilience planning. The course will combine communication, engagement, and science curricula with guest presenters, field trips, and project-based learning to immerse you in the dynamics of your local community.  **[Specific region/watershed, themes, etc.]**. This UC Climate Stewards Course will [enter here]. Learning Outcomes  * Increase access to up-to-date and locally relevant climate science to improve climate literacy * Improve participants’ self-efficacy and agency by fostering climate change communications skills development, civic engagement, and local conservation and community action * Establish an inclusive community of practice focused on stewardship, communication, and community solutions to advance resiliency * Build statewide support and capacity to effectively advance state and local climate goals * Meet all of the course requirements  Course Requirements  * **Contact Time**: Each UC Climate Stewards course consists of a minimum of 43 educational hours (online, classroom, and field time), which includes a minimum of 12 hours in the field. * **Required Reading and Online Work**: Read the entire UC Climate Stewards Handbook, complete six (6) online course modules, and complete assigned homework. * **Class Attendance and Field Trips**: [Enter attendance policy]. Sample Language: Participants must attend all classes and field trips. If [enter] is missed, the participant will be expected to complete make-up activities on their own time at the direction of the instructor. * **Capstone Project**: Participants are required to complete a Capstone Project in one of six areas: Community Resilience and Adaptation, Environmental and Climate Justice, Conservation/Restoration (Stewardship), Participatory Science, Education/Interpretation, or Program Support. The Capstone Project provides an opportunity for participants to integrate their own personal interests with the in-class material toward the development of an applied work project done in conjunction with a community organization. Participants must get pre-approval for Capstone Projects in the first [two] weeks of the course. Participants are encouraged to work in teams when appropriate. Participants will deliver an individual or group capstone presentation (5 minutes long per person). Participants are expected to spend a minimum of 8 hours on the capstone project and will add hours spent on the Capstone Project into the volunteer management system. * **Class Participatory Science Project**: Each participant must contribute to the participatory science project adopted by the class. Our class participatory science project is [Enter project name and if applicable, insert link.] * **Evaluation**: Completion of the online post-course evaluation survey is critical for the ongoing success and improvement of the course. You will be provided with a link to the evaluation survey toward the end of the course. * [**Volunteering and Volunteer Management System (VMS)**](https://vms4.ucanr.edu/)**:** Participants will be provided with an online account to track their volunteer hours, including hours spent on their Capstone Project. Tracking volunteer hours is an essential way to prove need and impact of UC Climate Stewards.  Required Text  * Climate Stewardship: Taking Collective Action to Protect California, Adina Merenlender with Brendan Buhler. (Must be purchased by participants.)   **Recommended supplemental reading**   * [Enter any items.] * The Thinking Person’s Guide to Climate Change, *Robert Henson*.  Course Materials **Required:** Access to internet connected computer or phone and an email account for communication, online course materials, and Volunteer Management System access. *Please notify the instructor immediately if you do not have an e-mail account.*  Course content is accessed through the Canvas Learning Management System <https://login.uconline.edu/stewards/>.   * [Enter any additional items]  Recommended Resources  * [**CalNat YouTube Channel**](https://www.youtube.com/channel/UCGBYG5ShV4VDiUiRbEmmObg)**:** View videos from UC Climate Stewards conferences, meetings, and more.   *Url:* <https://www.youtube.com/channel/UCGBYG5ShV4VDiUiRbEmmObg>   * [**CalNat Mapping Tool**](http://calnat.ucanr.edu/Resources/CalNat_Maps/)**:** UC California Naturalist Program provides a GIS-based map-producing tool you can use for both content delivery and logistics. Choose from multiple base maps and layers to explore bioregions, compare and contrast filed sites, create maps to field trips and capstone projects and more.   *Url:* <http://calnat.ucanr.edu/Resources/CalNat_Maps/> Volunteering and the Volunteer Management System Volunteering: Participants are encouraged to complete at least 40 hours of volunteer service each year. Pins are awarded each year for participants who meet this goal, and the pin designs differ from year to year.   * Volunteer activities must relate to climate communication, education, interpretation, mitigation, adaptation, or community or ecosystem resilience, occur in California, be sponsored by an organization, and be unpaid or part of a subsidized workforce development program (e.g., CCC, NFF, AmeriCorps). * Your 8-hour capstone project will count toward your first year’s volunteer hours. You will log these hours into the [UC Volunteer Management](https://vms4.ucanr.edu) System. A welcome e-mail will be sent to you after instructors add your information to the system. Notify your instructor if you do not receive that e-mail. You will be provided with a user name and password in the introductory e-mail after the start of the class. * The volunteer management system website is <https://vms4.ucanr.edu/>. * There are resources available to help you familiarize with the UC CalNat/Climate Stewards volunteer management system and commonly used features. Check out our help guides and videos geared toward users and program administrators.   *Url:* <http://calnat.ucanr.edu/Resources/VP_Help/>  **Course Credit**  Upon completing certification requirements, participants are eligible for academic credits through UC Davis Continuing and Professional Education for an additional nominal fee. Graduates who expressed interest in this opportunity with their instructor will receive a communication from the UC California Naturalist Program post-course with information on how to obtain the optional credits. [This wording and/or opportunity is not applicable to select community college courses who provide their own college credit and conservation corps programs who directly obtain credits on behalf of graduates.] |
|  |  |

Homework Policy

[Enter policy.]

**Attendance Policy**

[Enter policy.] Participants must complete [minimum of 40+] hours of instruction during the class. Note for partners/instructors: The number of hours depends on your total instruction hours; some courses that meet over a whole semester may have a slightly different policy. Sample Language: Only [#] class session (# hours) can be missed and participants can request a make-up session or assignment from their instructor. Because of the unique aspects of field trips, participants need to attend all field trips. In the case of an emergency and the field trip is missed, participants may be able to arrange an alternative option at the discretion of the instructor.

# Cancellation Policy

[Enter policy.] Note for partners/instructors: CalNat recommends a clear cancellation policy also be posted on your website and registration materials as well. CalNat bills each organization based on the first roster, turned in within a week of the first class. Please plan for that in your cancellation policy. Sample Language: “Registrants may cancel up to two weeks before the first day of instruction for a full refund, minus a $50 administrative fee. Registrants that can successfully refer another student to replace their spot in the course prior to the first day of class will receive a full refund. Registrants that experience a verifiable medical emergency personally, or in their family, between the two weeks of class before and after instruction has begun may re-enroll in the following year's course at a 50% discounted rate, with priority for early registration. No other cancellations, for any other reason, will result in a refund.”

# Instructional Methods

The course will integrate a range of instructional methods including online modules, presentations, peer-to-peer discussion, small group activities, hands-on and inquiry-based activities, experiential learning. [Enter accommodation policy.] Sample Language: “Requests for reasonable accommodations for disabilities or limitations should be made prior to the date of the program or activity for which it is needed. Please make such requests as early as possible by contacting [Instructor name].”

# Statement on Inclusion and Accommodations

[Enter statement.] Note for partners/instructors: Each organization should include language detailing their own policies regarding accessibility. As outlined in the partnership agreement, ‘[Organization name] is responsible for providing reasonable accommodations to program participants with disabilities.’ Please refer to your organization for specific language to include.” Sample language: If you have a learning or physical need that will require special accommodations in this class you will need to notify your instructor in writing of your accommodation needs. Please notify at least 30 days prior to the first class if you require any special accommodations. This will allow us ample opportunity to provide suitable accommodations. We make reasonable accommodations for persons with documented disabilities. Materials will be available in alternate formats (Braille, audio, electronic format, or large print) upon request.

# Statement on Financial Accessibility Cost

[Enter statement.] Sample language: Students are responsible for course fees, purchasing books, and transportation for the field trips Students are also responsible for costs associated with any travel, meals and camping equipment.

[Enter any information on scholarship opportunities, if applicable.]

# Class Schedule

Note for partners/instructors: This is the prescribed order of the course units. You may wish to combine online/in-person components within the same week. Optional: Include a column(s) for other important dates e.g. capstone progress reports/check-ins or participatory science project due dates.

|  |  |  |  |
| --- | --- | --- | --- |
| Meeting # | Date | Topic/Subject (instructional activity)  (Reading/Assignments Due)  *(clarifications on this syllabus component)* | Speaker (Title & Affiliation)  Local Focus for the Week |
| 1 | 01/01/00 | **Introductory Webinar Class Meeting (Welcome/Introduction Activity)**  *(this should be the date that the meeting occurs on)* |  |
| Wk 1 |  | **Online Component Unit I – Community Connections**  *(the online material is intended to be assigned in-between class meeting, it is good to make it clear that this work is intended to be completed before the next meeting)* |  |
| 2 | 01/08/00 | **In-person Component Unit I – Community Connections Class Meeting** |  |
| Wk 2 |  | **Online Component Unit II – Interpretation/Communication/Education** |  |
| 3 | 01/15/00 | **In-person Component Unit II – Interpretation/Communication/Education**  (Capstone Project Outline) |  |
| Wk 3 |  | **Online Component Unit III – Climate in Context, Part 1, Week 1**  *(this is one of the larger and more involved units, we recommend this spans two weeks before meeting in-class to discuss so the students have plenty of time to work on the material)* |  |
| 4 | 01/22/00 | **Field Trip #1 (Details Below)** |  |
| Wk 4 |  | **Online Component Unit III – Climate in Context, Part 1, Week 2** |  |
| 5 | 01/29/00 | **In-person Component Unit III – Climate in Context, Part 1** | Name, title, affiliation |
| Wk 5 |  | **By-Week**  *(no assigned work so the students have time to catch up/work on capstones as needed, may want to give direction as to it being a make-up week/capstone work week, may want to hold office hours for the students to check in with you)* |  |
| 6 | 02/05/00 | **Field Trip #2 (Details Below)** |  |
| Wk 6 |  | **Online Component Unit IV – Climate in Context, Part 2, Week 1**  *(this is one of the larger and more involved units, we recommend this spans two weeks before meeting in-class to discuss so the students have plenty of time to work on the material)* |  |
| 7 | 02/12/00 | **Field Trip #3 (Details Below)** |  |
| Wk 7 |  | **Online Component Unit IV – Climate in Context, Part 2, Week 2** |  |
| 8 | 02/19/00 | **In-person Component Unit IV – Climate in Context, Part 2** | Name, title, affiliation |
| Wk 8 |  | **Online Component Unit V – Community Resilience, Week 1** |  |
|  | 02/26/00 | **By Week**  *(no class meeting so the students have time to catch up/work on capstones as needed, may want to give direction as to it being a make-up week/capstone work week, may want to hold office hours for the students to check in with you)* |  |
| Wk 9 |  | **Online Component Unit V – Community Resilience, Week 2**  (Distribute Course Evaluation link) |  |
| 9 | 03/05/00 | **In-person Component Unit V – Community Resilience** | Name, title, affiliation |
| Wk 10 |  | **Online Unit VI - Capstone Presentations and Graduation**  *(as students will be working to finish their capstones and capstone presentations, we recommend this spans two weeks before meeting in-class so the students have plenty of time to work on their presentations)* |  |
|  | 03/12/00 | **By Week**  *(no class meeting so the students have time to catch up/work on capstones as needed, may want to give direction as to it being a make-up week/capstone work week, may want to hold office hours for the students to check in with you)* |  |
| Wk 11 |  | **Online Unit VI - Capstone Presentations and Graduation** |  |
| 10 |  | **In-person Unit VI - Capstone Presentations and Graduation**  (Course Evaluations) | Name, title, affiliation |

# Field Trip Schedule (Detailed schedules provided the week prior to each field trip.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wk | Date | Subject/Topic  (time, emergency contact) | Mtg. Location/Time  (map link) | Speaker  (Title & Affiliation) |
| [] | Date | Field Trip  (time, emergency contact) | Address  (Map link) | Name, title, affiliation |
| [] | Date | Field Trip  (time, emergency contact) | Address  (Map link) | Name, title, affiliation |
| [] | Date | Field Trip  (time, emergency contact) | Address  (Map link) | Name, title, affiliation |