COURSE OUTLINE

CCPC 504
CLIMATE CHANGE POLICY PRACTICE: FINAL PROJECT
3 CREDITS

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APPROVED BY: Dr. Andrew Richardson, Dean
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APPLIED ARTS DIVISION
CCPC 504
Climate Change Policy Practice: Final Project
3 Credits
Spring, 2021

CLIMATE CHANGE POLICY PRACTICE: FINAL PROJECT

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COURSE DESCRIPTION

This course is the culmination of the Post-Degree Climate Change Policy Certificate (CCPC) and is the final requirement of the program. It offers students the opportunity to integrate previous coursework as they prepare a significant policy paper or report. Its practical and/or virtual experiences are designed to demonstrate the effects of climate change on northern physical and biological ecosystems as well as on infrastructure and communities, Indigenous culture and traditions.

A climate change policy perspective on the relationships between local and regional environments, and between these environments and their natural resources and hazards, is emphasized. Community well-being and sense of place, as well as other socio-economic factors, will also be studied.

Students will explore examples of permafrost thaw, glacial retreat, shifting biomes and other climate-related environmental changes, and will discuss immediate policy issues with communities, governments and relevant organizations that hold public and private interests.

This course aims to provide enriched experiential learning and, through critical reflection and engagement, to strengthen community-related projects. Students will demonstrate the breadth of their understanding of often-interdisciplinary climate change policy issues, while considering various worldviews and the human component.

PREREQUISITES

To be eligible to enroll in the course, students must have completed CCPC 500,

CCPC 501, CCPC 502, and CCPC 503, or obtain permission from the School of Liberal Arts. Applicants who do not meet these requirements and request to be considered for flexible admission need to demonstrate completion of an acceptable alternative to the courses listed above and a rationale explaining why they meet the skill set, based on their resume.

RELATED COURSE REQUIREMENTS

This online course requires students to be able to engage effectively through the Yukon University learning management system (LMS). All students must have access to a personal computing device that meets the minimum operating requirements as described by Yukon University's Information Technology and Learning Commons (ITLC).

Email and frequent internet access are an important part of this course. This course will emphasize the importance of locating and managing information on the internet, as this is an essential tool for interdisciplinary research. The instructor will communicate through a variety of electronic means. The use of Yukon University's LMS is mandatory

EQUIVALENCY OR TRANSFERABILITY

This course has been recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Liberal Arts.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- **Describe current scientific and indigenous perspectives on climate change;**
- **Compare commonly used tools to describe changes in the climate system, such as environmental monitoring, statistics, mapping, GIS, predictions, modelling, scenarios, Elders' knowledge and oral history;**
- **Analyse and evaluate commonly used climate change information;**
- **Explain the basic processes of policy development, policy implementation and evaluation in various contexts, including indigenous government**

settings;

- **Defend the importance of sound, informed recommendations, based on science and traditional knowledge, for public policy initiatives; and**
- **Identify undue biases in the policy-making process to ensure informed decision making and recommend policy revisions in the evaluation phase accordingly.**

COURSE FORMAT

Depending on availability and scheduling, CCPC 504 may be run as either of the following:

- *Mode A (In-person field school)* **of this course will be delivered through direct classroom contact, fieldwork and online; or**
- *Mode B (Mini capstone project)* **of this course will be delivered online, in a blend of synchronous and asynchronous formats.**

In both modes, the course will rely on an online learning management system (currently Moodle) and web conferencing. Students will be expected to read assigned materials in the time frames provided and are encouraged to explore and read supplementary materials while working towards their final deliverable. Students should expect a time commitment of about 10 hours per week for their mini capstone projects, depending their personal learning styles.

COURSE MODES

Mode A: In-person field school

In this 10-day, land-based learning experience, field excursions will show students the possible spectrum of climate change effects on the environment as well as their impact on infrastructure, communities and traditional living.

Students will benefit from the presence of professionals sharing their experiences during the site visits. Additionally, students will visit communities and have face-to-face meetings with representatives of Indigenous and territorial governments.

Mode B: Mini capstone project

The mini capstone is a six-week, intensive, policy-focused, service-based learning experience that includes mentoring from a practitioner and immerses the student

in real-world workplaces.

Students will identify, design, develop and present on a project (developed in consultation with the instructor) while working under the guidance of a mentor.

The mini capstone project will be comparable to a thesis-like self-directed project and can be done fully online. Zoom sessions will bring the students together with external stakeholders in an online setting to connect with each other and share insights. The selection of topics and mentors of the mini capstone project considers the spectrum of climate-change policy questions addressed and external speakers included in the field school (Mode A).

ASSESSMENTS

Mode A: In-person field school

Contribution to field school community - **Students enrolled in the field school experience must contribute to the group's work and learning. This course relies heavily on active and engaged participation in class, community and field work. Graded activities will vary depending upon itinerary and interest and may involve the class cohort and/or community speakers and invited experts. Examples could include moderating a Q&A session with guest speakers, presenting results of break-out group discussions, integrating previous course work in discussions, etc.**

Assignments – **Students will work on various projects (or modules) in a collaborative environment. Students will be required to complete three assignments, maintain a daily reflective journal, prepare materials for community visits, and write a climate change policy project related to a community and/or within their employment area (word processed, 6,000 words). A 10- to 15-minute presentation of the project is required. All three assignments (see table below) must be completed to obtain a final grade.**

Students are expected to hand in deliverables on time. Schedule of deadlines will be provided in class and on the course site. Students will be penalized for handing assignments in late. For the project paper this means submissions up to one week late after deadline will have 25% deducted from the mark. Submissions handed in up to two weeks late will have 50% deducted from the mark. After two weeks, a mark of 0% will be given.

If a student is aware that they have a conflict with a due date, it is the student's responsibility to make arrangements with the instructor accordingly.

Mode B: Mini capstone project

Kick-off meetings and weekly check-in meetings – **Students, external stakeholder/ mentor and the CCPC lead will have a group online kick-off meeting, followed by individual 1:1 online kick-off meetings to start the collaboration, possibly adjust the topic to the students' interests and confirm tasks and expected deliverables. Given the condensed nature of the course, only projects that will not require an institutional research ethics review will be selected (see TCPS-2 (2018), Chapter 2).**

Over the 6-week period, students will be expected to participate actively in weekly check-in meetings to track progress, discuss challenges and next steps, review of draft chapters, etc. Students will prepare for the weekly meetings and communicate with the mentors through an online discussion board in Moodle.

Refined scope of work – **Students will prepare a refined scope of work for their project, reflecting their personal focus and including additional resources.**

Draft report/recommendation/policy - **Students will prepare a draft report/ recommendation/policy on a topic defined in the kick-off meeting and following the refined scope of work (word processed, approximately 5,000 words). Each report/ recommendation/policy must include a reference list using academic citation standards.**

Final report/recommendation/policy - **Students will refine their draft based on instructor and mentor feedback and deliver a final report/recommendation/policy.**

Presentation – **Each student (or group) will be required to deliver a 15-minute presentation on their work to a decision maker.**

Students are expected to hand in assignments on time. A schedule of deadlines will be provided in class and is found on the course site. Late assignments will be penalized. Given the intensive character of the mini capstone project, there is not much room for delay. If the final report is delivered late, 25% will be deducted from the mark after 3 days, 50% after 5 days and after 1 week a mark of 0% will be given. Postings to the online discussion board are mandatory on a weekly basis.

If a student is aware that they have a conflict with a due date, it is the student's

responsibility to make arrangements with the instructor accordingly.

EVALUATION

Mode A: In-person field school

Contribution to field school community (e.g., preparing, presenting, moderating, discussing, debating, etc.)	**30 %**
Assignment #1: **Reflective journal/fieldnotes and corresponding report (e.g., mapping, monitoring, natural-science based)**	**15 %**
Assignment #2: **Community-visit materials (focusing on socio-economic issues: e.g., develop a survey on a specific topic; prepare a draft policy document for a specific issue, etc.)**	**15 %**
Assignment #3a: **Project Paper/ Report (possible topics brainstormed at beginning of semester)**	**25 %**
Assignment #3b: **Presentation**	**15 %**
Total	**100 %**

Option B: Mini capstone project

Active participation in group and 1:1 Zoom kick-off meetings and subsequent Zoom check-in meetings; general communications and use of Weekly Discussion Forum in Moodle are important elements	**20 %**
Deliverable #1: **Refined Scope of Work**	**10 %**
Deliverable #2: **Draft report/recommendation/policy**	**30 %**
Deliverable #3: **Final report/recommendation/policy**	**25 %**
Deliverable #4: **Presentation to decision maker**	**15 %**
Total	**100 %**

REQUIRED TEXTBOOKS AND MATERIAL

There is no assigned textbook for this course. Reading materials will be loaded on to the course website prior to the beginning of the course and are subject to

updates throughout the course. It is the student's responsibility to go online daily to access course announcements and required reading materials.

Mode A: In-person field school equipment

An equipment list will be sent to students well in advance of the start of the course. The university is not responsible for basic field gear (e.g., hiking boots, raincoat, etc.). If more specialized equipment is needed, it will be provided by the program.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE (taken from Spring 2020 offering)

Mode A: In-person field school (not delivered Spring 2020 due to COVID-19)

Week	Location	Topic	Potential partners
#1	Whitehorse, Southern Lakes (Carcross,Teslin, Atlin)	Infrastructure/Highway maintenance, Permafrost, Food security, Language, Traditional law, Renewable energy, Firesmarting, Emergency management, Wildlife management, Adaptation plans, Land Use Planning	Kwanlin Dün FN, Ta'an Kwach'an Council, Carcross Tagish FN, Teslin Tlingit Council, Taku River Tlingit FN, Yukon Energy, Yukon Government: Geological Survey, Climate Change Secretariat, Community Services, City of Whitehorse, Yukon University ResearchCenter (Climate Change Research Group), YukonEnergy

Week	Location	Topic	Potential partners
#2	Whitehorse, Haines Junction, Burwash Landing	Renewable Energy, Forestry, Climate Resilience, Adaptation Plans, Renewable Resources, Traditional knowledge, Research, Permafrost, Infrastructure	Yukon University Research Center (Climate Change Research Group), Yukon Government: Highways and Public Works, Community Services, EMR Forest Management Branch, Kluane FN, Champagne and Aishihik FNs, Kluane Lake Research Station

Option B: Mini capstone project

In the Spring 2020 term, the mini capstone project focused on energy, a very interdisciplinary and broad topic. Students worked with a mentor (practitioner) on the following topics:

- **Yukon Biomass Program,**
- **Community Capacity Development, and**
- **Community Adaptation Planning and Policy Development.**

The Spring 2020 schedule was as follows:

Date	Deliverable
April 27, 2020	Release of possible topics to students by email; Request to form teams and choose one subject area and policy topic for your group work
May 4, 2020	Let instructors know team composition and what your team will work on; Instructors will confirm topics with teams and distribute mandatory readings, presentations or similar as needed
May 12, 2020	Refine your policy questions, including some background research, what you want to focus on with a rationale and a high-level plan on how to achieve this

Date	Deliverable
May 13/14, 2020	ZOOM Kick-off meeting to discuss your refined policy questions, confirm scope of your work, set milestones and deliverables
From now on weekly	Wednesday ZOOM check-in meeting (30-60 minutes/group, as needed)
June 5, 2020	Delivery of DRAFT report or DRAFT 'policy'
June 12, 2020	Feedback on draft, with subsequent ZOOM meeting, as needed
June 24, 2020	Delivery of FINAL report or FINAL 'policy' and presentation
June 30, 2020	Grading completed and release of marks