
Capstone Project In Sustainability and the Built Environment DCP 4290, 6 Credits

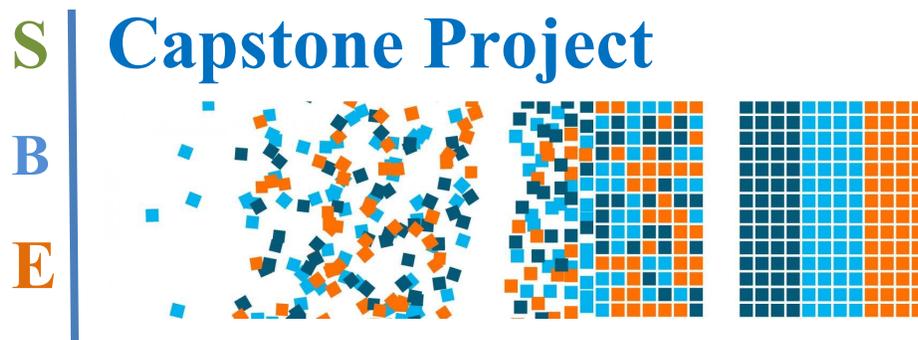
This Course is Offered Every Semester to Graduating Seniors

Prerequisites: DCP 4941 Practicum in Sustainability and the Built Environment
or
DCP 4942 Field Experience in Sustainability and the Built Environment
or
Approved DCP studio course with a sustainability emphasis

About the Course

The Sustainability and the Built Environment (SBE) Program views mentored Capstone Project as the most effective way to bring out the passion and innovation in our students on their preferred topic using the tools, skills and knowledge earned throughout their college career with us.

The capstone project is a celebration of sorts and culminating experiences to deliver a polished product that showcases students' abilities and readiness for the job market.



Course Overview

Each student will undertake an individual project under the direction of a faculty member, with a focus on comprehensive solutions to a problem in sustainability based on research. This final semester-long project allows students to explore specific areas of personal interest, to hone problem-solving abilities, to enhance their ability to do research and to improve independent decision making and organizational skills.

The SBE program has created a list of top faculty and industry mentors available to work with our students to make the students final project an experience to last a life time. Each student is matched with the appropriate mentor based on the project topic and the mentor's field of expertise.

Course Objectives:

The purpose of capstone project is to:

- Learn to write effective, clear and well-organized proposals that incorporate a scope of work, schedule and work products.
- Undertake an independent work effort and complete it satisfactorily.
- Explore problem-solving for an issue of sustainability and the built environment.
- Excel in oral communication and project the confidence in self and work.

Capstone Proposal Outline

1. Description of general area of research interest, e.g., changing consumer behaviors
2. Proposed research question e.g., what measures can be taken to incentivize consumers to use minimize water use on the UF campus?
3. Methodology (ies) e.g., I propose to develop a survey of a subset of the student population to asking them what strategies would most motivate them to change their behavior, or: e.g., I'll examine case studies of three utility companies to see what methodologies they have used successfully. From analysis of those case studies, I'll derive recommendations for the UF campus.
4. Preliminary Critical Path being sure to include the midterm and final presentations and final submittals.

Course Management

The course is hosted on Canvas, and each student have a page on Canvas course site to upload and manage his/her project. The final submittal must be uploaded to Canvas under "final project" folder on your page.

Students are strongly encouraged to identify a project and a mentor at the end of their Method of Inquiry course that is a pre-requisite for the capstone, or at least two weeks before the start of the semester in which they will enroll in the Capstone course.

Text book

There is no required text, but a literature search and bibliography are expected.

Schedule

- No later than TWO WEEKS PRIOR to the start of Class: Develop a Project Proposal per attached Outline and submit to Faculty Mentor.
- No later than ONE WEEK PRIOR to the start of Class: Submit Project Proposal to SBE Director, Pat De Jong, and Faculty Mentor.
- WEEK 9 Mid-term Presentation.
- WEEK 15 Final Presentation.
- WEEK 16 Final Written/Graphic/Video Submittal

Presentation and Submittal Formats

Mid Term and Final Presentations will be made using PowerPoint. The final written/graphic submittal will be electronically.

Final Submittals

There are three elements that must be submitted to qualify for graduation. We ask that these be submitted Via Canvas your page in the formats listed below, a copy e-mailed to Pat De Jong and your mentor.

- **Paper** – A minimum paper length of 40 pages is expected that is from cover to cover including the report's cover page, table of content, graphics and other visuals, references, etc. Sources must be cited within the work and a complete list of references included at the end. Please use the citation format found on the Syllabus. Please submit the paper in PDF format named as follows: last name, first name, year, capstone title, and your mentor's name.
- **PowerPoint Presentation** – Please submit your final PowerPoint presentation saved in PowerPoint format named as follows: last name. First name, year, capstone title, and your mentor's name.
- **Video** – Each student is asked to prepare a 3-5 minutes video (YouTube) or use Adobe Spark (see below) that summarizes her/his Capstone project. The project title, course name and #, SBE program, student's full name and date should be placed at the beginning of the video. At the end of the video acknowledge your mentor and others who contributed to your work. For Geodesign specialty present a story map or a video. Presenting the same info at the beginning and end of the video.

Writing Style

The final paper should be double spaced, size 12 font. The style of the final written text is to be Times New Roman or Arial unless determined otherwise by the faculty mentor. The faculty mentor is not to serve as a copy editor.

Policy on Lost Data

All students are required to maintain an appropriate system for backing-up their work. No accommodations can be made for lost data.

Course Policies

Meeting Times

Students are expected to meet with their faculty mentor at least every two weeks to ensure their scope of work is appropriate and that they are making satisfactory progress toward project completion. Appointments with faculty mentors should be made well in advance and timely submittals made so the mentor can provide the best feedback possible.

Make Up Policy

No late work will be accepted without prior approval of the faculty mentor. Computer problems that arise during submission will not be accepted as an excuse for late work. Make-up options will be available at the discretion of the faculty mentor.

Late Submittals

Late submittals with no prior approval or excused absence will be dropped a letter grade for each 24 hour period. Part of the student's responsibility is to stay on their designated Critical Path and determine ways to complete the necessary work in a timely way.

Requirements for satisfying all academic objectives and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grades

Final grades will be derived as follows using the grading scale shown below:

Mid Term Review	15%
- Oral Communication	25%
- Content	75%
Final Presentation and Paper	65%
- Oral Communication	15%
- Written Communication	15%
- Content	70%
Engagement/Consistent Student Progress and Diligence	20%

Grading Scale:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

See: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Requirements for Bibliographic References

Unless otherwise requested by your advisor, use the Author Date method as follows:

Book

Linscott, L. 2003. *Learning GIS*. Gainesville, University of Florida Press.

Chapter or other contributions to a book

Thompson, K. 2006. Environmental Impacts of Unregulated Chicken Slaughter Industries. In: Cleaver, S. *The Emerging Land Uses Compendium*. Minnesota, University of Michigan Press: 22-48

Paper in a Journal (Landscape Journal) or Periodical (like Landscape Architecture Magazine)

Schnadelbach, T. 2002. A contemporary Parisian didactic landscape. *Landscape Architecture* 36 (2): 35-75

Web pages

Field Operations, et al. 2001. *Lifescape*.
www.nyc.gov/html/dcp/pdf/fkl/fien1.pdf [accessed March 25, 2007]

Changes and Revisions to Syllabus

This syllabus is subject to change. Any changes will be relayed via your faculty mentor.

Online course evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/students/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. This section may not apply to this course.

Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Student Honor Code and Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Campus Resources

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu
<https://lss.at.ufl.edu/help.shtml>

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
Library Support, <http://cms.uflib.ufl.edu/ask> . Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.”

Need Help? Don't hesitate to ask

PROBLEMS WITH e-learning on Canvas

For issues with technical difficulties for e-learning on Canvas, contact the UF Help Desk at:

Learning-support@ufl.edu

(352) 392-HELP(4357) - select option 2

<https://lss.at.ufl.edu/help.shtml>

If you have any questions contact:

Bahar Armaghani, LEED Fellow

Director, Sustainability and the Built Environment, and Lecturer

Director, UF Green Building Learning Collaborative

Sustainability and the Built Environment

College of Design, Construction and Planning

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