



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Sustainability on Campus and in Community

Course Number: ENVS 260

Credit Hrs. 3 Lecture Hrs. 2 Lab Hrs. 2 Clinical Hrs. Variable Hrs.0

Total Hours of Instruction: 3 Total Contact Hours: 70.4

(Total Contact hour's formula: (lecture hrs.+lab hrs.+clinical hrs)x17.6)

Course Description:

A project-based, experiential course in which students participate in an environmental sustainability project either on-campus or within the local community. Students will co-manage the project with the instructor and project partners; will gain experience using creative designs to solve local sustainability issues; and will participate in student/community outreach. The course will integrate knowledge from previous prerequisite courses and different disciplinary perspectives, including those from the humanities, social and natural sciences.

Prerequisite (s): ENVS 255

Co-requisite (s): None

Course Objectives:

At the end of this course, the student should be able to:

- Understand how to identify a campus and/or community setting that needs to become more environmentally sustainable.
- Develop an interdisciplinary and creative project to create a feasible solution to a sustainability issue.
- Implement the project management steps needed to successfully complete a campus/community project.
- Collect and review applicable data before and after project implementation.
- Implement and evaluate public outreach techniques.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Understand how to identify a campus and/or community setting that needs to become more environmentally sustainable. (DQP 8)
- Develop an interdisciplinary and creative project to create a feasible solution to a sustainability issue. (DQP 9)
- Implement the project management steps needed to successfully complete a campus/community project. (DQP 19)
- Collect and review applicable data before and after project implementation. (DQP 16)
- Implement and evaluate public outreach techniques. (DQP 19)



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Suggested Methods of Instruction:

Project planning oversight by instructor; consultation with on- and off-campus mentors; instructor and self-directed information research; instructor and self-directed on-site data collection; instructor-led, student group activities.

Suggested Methods of Assessment and Evaluation:

Reports and presentations of project plans, background information, data results, project results, and evaluations of success. Instructor evaluation of student performance, including level of participation and team-building skills.

Adopted Text at Time of Course Adoption/Revision:

Recommended - Project Management in Health and Community Services: Getting good ideas to work; 2004; Judith Dwyer; Allen & Unwin; ISBN: 9781741152968

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Introduction
- Week 2: Project identification
- Week 3: Initial research/data collection
- Week 4: Initial research/data collection
- Week 5: First report
- Week 6: Project planning
- Week 7: Project planning
- Week 8: Second report
- Week 9: Project implementation
- Week 10: Project implementation
- Week 11: Project implementation
- Week 12: Third report
- Week 13: Data analyses/evaluations
- Week 14: Data analyses/evaluations
- Week 15: Final reports
- Week 16: Final reports

Part 1 & Part 2 approved by CRDAP on: 02 19 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012