



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Environmental Internships and Careers

Course Number: ENVS 285

Credit Hrs. 3 Lecture Hrs. 1 Lab Hrs. 0 Clinical Hrs. 8 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(*Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6*)

Course Description:

Explore and engage with environmental interests and likely career paths, via a supervised workplace internship in a real-world setting. Internship placements will be chosen by the student from a list of collaborating host agencies or employers provided by the instructor in the first week of the semester. Students will spend at least eight hours each week at the internship site; in addition students are required to participate in both group and individual “sharing” or “debriefing” sessions periodically throughout the semester.

Prerequisite (s): ENVS 255

Co-requisite (s):

Course Objectives:

- Gain real-world experience that will build upon the knowledge, skills and abilities introduced within the Environmental and Sustainability Studies curriculum;
- Develop professional, leadership and interpersonal skills appropriate to the internship site and a potential career path from that site;
- Demonstrate the application of specific environmental terminology appropriate to the internship site;
- Demonstrate (in appropriate media) the relationship between classroom environmental concepts and theories and their practical applications in the real world;
- Clarify student's employment expectations in relation to the internship site;

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.*

- Gain real-world experience that will build upon the knowledge, skills and abilities introduced within the Environmental and Sustainability Studies curriculum (DQP # 10, 11);
- Develop professional, leadership and interpersonal skills appropriate to the internship site and a potential career path from that site (DQP # 10, 11);
- Demonstrate the application of specific environmental terminology appropriate to the internship site (DQP # 1, 2, 3, 6);
- Demonstrate (in appropriate media) the relationship between classroom environmental concepts and theories and their practical applications in the real world (DQP # 6, 15);
- Clarify student's employment expectations in relation to the internship site (DQP # 19);



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Suggested Methods of Instruction:

Supervisory mentorship, onsite collaborative evaluations with the student and the host “employer.”

Suggested Methods of Assessment and Evaluation:

Students will engage in two onsite internship reflection and evaluation sessions, completing performance reviews and objectives fulfillment forms jointly with their supervisor-professor and their host “employer.”

- Onsite Site Supervisor evaluations with student and employer input
- Student reflection logs
- Work documentation materials
- Final internship presentations (written and public/peer group presentations)
- In-class participation, peer group sharings and evaluations

Adopted Text at Time of Course Adoption/Revision:

None

Topics Covered During the Semester:

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

- Week 1: Introductions and Orientation (3 hrs class lecture time), first onsite visits
- Week 2: Determining objectives (2 hrs class lecture time), second onsite visits
- Week 3: Finalizing objectives and Placement (2 hrs class lecture time), third onsite visit
- Week 4: Onsite service-learning field experience, w/student reflection logs
- Week 5: Onsite service-learning field experience and student reflection logs
- Week 6: In-class, peer group sharing and evaluations (3 hrs class lecture time.) Continue onsite service-learning field experience and reflection logs
- Week 7: Onsite service-learning field experience and reflections
- Week 8: MIDTERM ON SITE EVALUATIONS Student, NCMC supervisor, and host “employers” discuss/fill out evaluation forms (“intern performance”, and “progress towards objectives”)
- Week 9: Onsite service-learning field experience and student reflection logs
- Week 10: Onsite service-learning field experience and student reflection logs
- Week 11: Onsite service-learning field experience and student reflection logs
- Week 12: in-class, peer group sharings and evaluations.
Continue onsite service-learning field experience and reflection logs
- Week 13: END OF TERM ONSITE EVALS Student, NCMC supervisor, and host “employer.” Continue onsite service-learning field experience
- Week 14: Continue onsite service-learning field experience
- Week 15: Public Presentations: “My service learning internship” (3 hrs class lecture time); Continue onsite service-learning field experience
- Week 16: Finish Public Presentations + Conclusions (3 hrs class lecture time); Final onsite service-learning field experience

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