

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 10/26/22

4. Department/discipline: Sustainability

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Environmental Conservation
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: SUST 8. Course Level: 1035

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 20

11. Catalog/Course description:

Integrated study of the ecological, economic, social, political and cultural aspects of natural resource management and care. Emphasis on identifying environmental problems and evaluating alternatives for sustainable solutions through research and critical thinking. Focus on current and historical Indigenous methodologies for environmental protection. (Meets MnTC goal areas 5 and 10).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Open Source Textbook(s), Study Guides, PowerPoints, Videos, Journalism, Academic Research Papers, Guest Lecturers

14. **Course Content** (Provide an outline of major topics covered in course)

1. Earth's Biomes and Biodiversity
2. Forest Resource Management and Conservation
3. Sea and Land Resource Connections
4. Indigenous Resource Management
5. Threats to Ocean Ecosystems and Fisheries
6. Greenwashing and Consumer Choices
7. Fossil Fuels and Alternative Energies
8. Analyzing Energy Choices
9. Climate Change and Earth's Carbon Budget

10. Political Decisions and the Environment
11. Social Justice and Environmental Issues
12. Freshwater Quality and Quantity
13. Environmental Law and Regulation
14. Industrial Agriculture and Pollution
15. Sustainable Food Systems
16. Earth Materials and Effects of Mining
17. Global Environmental Issues
18. Envisioning Sustainable Communities

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Identify factors that threaten biodiversity.	B, C, D	1, 2, 4, 6
Describe multiple methods of Indigenous resource management.	A, B, D	2, 3, 6, 7
Explain relationships between carbon emissions and global climate change using graphs and text.	A, B, C	2, 3, 4
Describe sustainable consumer choices related to energy, water, food, and building materials.	A, B, C	1, 2, 3, 4
Formulate solutions to global environmental problems, including climate change and air and water pollution.	A, B, C, D	1, 2, 3, 4, 5
Describe actions of governmental and non-governmental organizations in environmental conservation efforts.	A, B, D	1, 2, 7

Conduct research and present information about an assigned environmental topic.	A, B	1, 4
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WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
 2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
 3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
 4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
 6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 5 & 10

Goal 5: History and the Social and Behavioral Sciences

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 10: People and the Environment

Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.

17. Are there any additional licensing/certification requirements involved?

_____ Yes No

Provide the required documentation to show course meets required licensing/certification standards.

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