

CAMPUS

PROJECT NAME:
CALL CHAMPION:
LEAD FACULTY PARTNER:

[Learning Outcomes]

- Describe proposed course in one sentence; including campus sustainability element
- What specific skills will students learn? What knowledge will they gain?
- What Sustainability Outcomes does your team want the students to achieve?

Environmental Psychology (Psych. 173) will be a course designed to facilitate the importance of the environment on human behavior and well being. Students will learn how to modify their own behavior to reduce their carbon, water and waste. They will become self-aware of their own actions and effects on the campus, community and environment. They will quantify the changes that they make in their own behavior and changes made on campus. Students will communicate their changes and the changes happening on campus through multimedia presentations, e-portfolios and social media.

[Connecting to CALL]

- How does this proposed course align with CALL program objectives?
- Which activities can CALL program support?
- What is the team's vision for the next year as part of the CALL redesign program?

Students will monitor water use on campus and create a way to communicate what they've learned through a campus dashboard or on-line resource. Working with Facilities Management, students will work on a xeriscape project in front of one of the science buildings. We will also create a way to track campus waste and make decisions about recycling. Students will be responsible for creating displays about sustainability in three large existing tanks in the earth and environmental sciences department. These will have displays about xeriscaping, ecosystem restoration and gardening.

[Overcoming Obstacles]

- Are there mismatches between desired learning outcomes and sustainability outcomes?
- Do you need to modify existing outcomes?

1. We need to find a place and get support for campus garden and xeriscape landscape.
2. Find evidence that our collected waste is in-fact being sorted and recycled.
3. Creating meaningful assignments in the course that relates to action, education, service learning and reflection.

[Tracking Success]

- How will you know if students achieved Sustainability Outcomes?
- How will you know if this redesigned course is an improvement over the current version? How will you measure?

1. As the instructor for this course, I will create pre and post surveys about attitudes and actions regarding sustainability. This will be used to track changes for the students in the class.
2. As a class project, students will create, distribute and analyze data from a survey about sustainability given out to students on campus.
3. Create a way to track students after the class to see if they maintain their changed behaviors.

[Taking Action]

- What tasks/activities will the students perform?
- What role will facilities/sustainability officer have in redesign process and course delivery?

The tasks that students will perform were discussed in other sections. Individuals from Facilities will give guest lectures and they will help coordinate activities on campus such as xeriscaping, gardens display tanks and water, energy and waste monitoring. A representative from Facilities and the instructor will collaborate on the design and implementation of the campus-wide projects.

[Future Tasks]

Designing the assignments

- Structure of assignments (group/solo)
- Sequencing of assignments
- What kind of formative assessment/feedback along the way?
- Background info needed to achieve goals of this course?

Defining Criteria for Success

- Characteristics of the finished product
- How will you assess whether product demonstrates student learning?
- How will you assess whether students have addressed Sustainability Outcomes?
- How will you describe assignment to students?

CALL OBJECTIVE

The 'Campus as a Living Lab' Grant Program is a unique opportunity to partner faculty and facilities management staff in using the campus as a forum for the exploration of sustainability concepts and theories.