“Be the change you want to see in the world”.  *Mahatma Gandhi*

There is growing concern at De Anza College about critical environmental issues: 1) We are continuing our 23+ years of work in the Environmental Studies Department with critical issues and urge you to get involved by exploring our three degree/certificate areas and/or by engaging in stewardship projects/events. We hope that you will join us as we move along our sustainability path. We live in a hopeful time, but ACTION by all of us is necessary! 2) The College Environmental Advisory Group (CEAG) is continuing with the implementation of De Anza’s Sustainability Management Plan. You may help with the implementation of this important environmental plan. 3) Notable environmental events will be occurring this spring, stay tuned.

INSTRUCTOR INFORMATION: Kristin Jensen Sullivan
Office Hours Held: MW 12:30-1:30 pm, TTh 2:30-3:30 pm; other times by arrangement in KC 214.
I have office time for all of you.
Phone/Voicemail #: (408) 864-8625
Office Location: KC 214
E-mail Address: sullivankristin@fhda.edu
Personal Website: http://www.deanza.edu/faculty/sullivankristin/
ES Dept Website: http://EnvironmentalStudies.deanza.fhda.edu/es/

1) DESCRIPTION
An overview of strategies needed to implement sustainability courses across the curriculum in academic institutions utilizing the seven central themes of Agenda 21. The critical role of education and educators in communicating the link between human and planetary health and in building a sustainable society will be examined.

*Your ideas and/or suggested topics are appreciated and will be considered for discussion.

2) ADVISORIES
English Writing 1A or English as a Second Language 5. A good attitude and a willingness to learn by problem solving are essential to receiving desirable grades.

3) STUDENT LEARNING OUTCOMES (SLO’s)
After completing reading assignments, assessments, journals, projects, field assignments, and attending class, you should be able to:
1. Assess (apply) the criteria necessary to be successful in this course.
2. Demonstrate the ability to communicate the strategies needed to implement sustainability across the curriculum in academic institutions and the critical role of education and educators in this process.

4) COMPETENCIES
After completing reading assignments, assessments, projects, field assignments, and attending class, you should be able to:
1. Review and discuss the elements of Agenda 21 including the seven central themes.
2. Assess the history of implementation and ratification of this historic document including the involvement of 179 nation states representing nearly 98% of the world's people.
3. Identify and understand the value of implementing the central themes of Agenda 21 into every aspect of the human society.
4. Identify all the disciplines within academic institutions essential for the implementation of the seven central themes of Agenda 21 and the critical role of each discipline in sustainability efforts.
5. Assess the role of education and educators across the disciplines and in all academic institutions in communicating the link between human and planetary health.
6. Assess strategies for development and implementation of Agenda 21 sustainability courses across the curriculum within academic institutions.
7. Understand that our survival depends upon maintaining a balance with supporting environments.
8. Be able to make informed decisions about environmental issues that affect your life.

5) COURSE MATERIALS

Suggested Readings for Summaries:
5. AASHE: The Sustainability Tracking, Assessment & Rating System™ (STARS)- A transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

6) SUGGESTIONS/TEACHING METHODS

Attend the two workshop days (4/25- 9:00 am-4:00 pm, 5/9- 9:00 am-2:00 pm), take good notes, and complete the website readings and other course material. This course is designed to engage you in a more active fashion, via the hands-on workshops with associate modules and site visits, videos, the Internet, handouts, slide shows, and other hands-on activities such as active group/discussion sessions.

7) REQUIREMENTS

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<tr>
<th>Workshop/Field Trips</th>
<th>Participate in workshop/field trips to assist in incorporating campus sustainability features into your courses</th>
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<tbody>
<tr>
<td>Campus as living lab features incorporated into courses</td>
<td>Provide a syllabus showing how at least one living lab feature is incorporated</td>
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<tr>
<td>Sustainability Readings</td>
<td>Agenda 21, Sustainability Readings Summaries</td>
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<tr>
<td>Evaluation of modules and workshop</td>
<td>Comments on how to improve teaching modules</td>
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8) GRADING CRITERIA

- Workshop and Field Trips=
- Campus as living lab features incorporated into courses=
- Sustainability Reading Summaries=
- Evaluation of modules and workshop=

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<th>Percentage</th>
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100% TOTAL

Higher Education’s Ecological Mission (Excerpt from Richard Clugston, Education for the Earth)
“We, the presidents, rectors, and vice chancellors of universities from all regions of the world, are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation... the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends... University heads must provide the leadership...so that their institutions respond to this urgent challenge. We, therefore, agree to take the following actions... • Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward a sustainable future.

-Adapted from The Talloires Declaration, University Presidents for a Sustainable Future, October 1990