

## End-of-Program Review 2010-11

### *Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice*

#### Environmental Studies Programs

Program name	Faculty	For purposes of helping reflect on the range of teaching practices and experiences at the college, please identify the most compelling intellectual experience(s) in your program or the most successful or innovative pedagogical practice in your program.
Invasive Species: Plants and Patterns	Peter Impara	1. Students designing their own experiments, testing the sampling scheme in the field, and revising before final data collection. 2. Pedagogical: having students present their project presentations to the faculty only first, so that revisions can be made before a final presentation before the entire class. It makes for remarkably better presentations and helps the students successfully share their work with their peers and the public.
The Legislature and the Public	Lin Nelson	Persistent engagement with a range of legislators (past, current, prospective), NGOs, agency staff, Leg staff, etc. Students learned to consult and sustain connections with key individuals and groups. Saw some of this in action, some in reflective conversations. Build these consultations into their projects.
SOS: Community Development	Russell Fox	This SOS model is FAR superior to individual contracts--and every student in the program will agree. SOS programs enable intermediate and advanced students to design their own learning activity (research, internship, community-based project, artistic creations, etc.) PLUS engage in peer-supported learning (writing, project critique, etc.) PLUS be challenged to look at their work through short weekly assignments and classes designed by faculty (2-credits).
Creating Sustainable Businesses in the 21st Century	Robert Cole	1. Business in one of the largest engines of change today. 2. Many businesses have transcended 'green-washing,' and are making substantive progress toward social justice and real sustainability.
Botany: Plants and People	Frederica Bowcutt	Writing workshops of 2 1/2 hours each week with groups of 12 students in each. Scaffold research paper, writing assignments, journal assignment
The Practice of Sustainable Agriculture	Steve Scheuerell	Linking theory and practice by raising food/livestock on the campus farm. Many fieldtrips to Farm/organizations to integrate social, economic, and environmental sustainability issues.
SOS: Local Agriculture	Melissa Barker	Student Originated Studies: Letting the students design the topic of weekly discussions and workshops provides student centered learning.
Field Plant Taxonomy	Frederica Bowcutt	Writing workshops, and real world project that is needed.
Northwest Landscapes	Paul Butler	We guided our students through the process of completing a small-group research project on one of western Washington's drainage basins. Many of the GIS and quantitative analysis assignments during the quarter taught students how to apply the techniques to their specific basin.