

**Sustainability Curriculum Review Report
Lakeland Community College - Kirtland Campus**

Prepared by:



AFFINITY CONSULTANTS
SUSTAINABLE SOLUTIONS FOR A CHANGING WORLD

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Executive Summary

Affinity Consultants, Inc. (Affinity) was contracted by Lakeland Community College (Lakeland) to conduct a sustainability curriculum review of current courses offered. This review is based on the Sustainability Tracking Assessment and Rating System (STARS) guidelines for sustainability curriculum developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS Version 1.0 was utilized for guidelines and definitions of sustainability-focused and sustainability-related courses.

Affinity conducted this sustainability curriculum review under the direction of Dr. Fred Law, Executive Vice President, Provost and Dean of Faculty. All information requests were made through the office of Dr. Fred Law. This review was conducted in two segments: the first was a review of course catalogue descriptions and course outlines for evidence of sustainability; the second was an online faculty survey that requested sustainability information from faculty members in regard to courses that they teach. Based on information supplied by Lakeland, Affinity has generated the following report that describes which courses are considered sustainability-focused and/or sustainability-related. This report also includes recommendations for improvements in the area of sustainability relevant to the curriculum for Lakeland.

Appendices to this report include a course rating list that identifies sustainability-focused and/or sustainability-related courses discovered, as well as, all other courses reviewed and the results of the online faculty survey.

Summary of Results: Course Review

The course review was conducted by evaluating course descriptions listed within Lakeland's current 2010/2011 course catalogue. In total, 1,003 courses were reviewed. All courses reviewed are listed in Appendix A. Courses with descriptions indicating sustainability components were noted and course outlines were requested through the office of Dr. Fred Law. Course outlines were then reviewed to determine if the course could be considered sustainability-related or sustainability-focused. Course descriptions and outlines were compared against the STARS requirements for a sustainability-focused and sustainability-related course. For a course to be considered a sustainability-focused course, it has to concentrate on the concept of sustainability throughout the course, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Based on Affinity's review, two courses were determined to be sustainability-focused. The following table (Table 1.0) includes details on the 2 sustainability-focused courses.

Table 1.0 – Affinity-Identified Sustainability-Focused Courses

Course Number	Description	Department/ Area of Study
BIOL 1030	Introductory Biology III: Cells, Genetics & Evolution	BIOLOGY
BIOL 1170	Ecology & Environmental Biology	BIOLOGY

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To be considered a sustainability-related course, the course has to incorporate sustainability as a distinct course component or module, concentrate on a single sustainability principle or issue, relate to an aspect of sustainability or include sustainability as a part of the course. Based on Affinity’s review, 16 courses were determined to be sustainability-related. The following table (Table 2.0) includes details on the Affinity-identified sustainability-related courses.

Table 2.0 – Affinity-Identified Sustainability-Related Courses

Course Number	Description	Department/ Area of Study
BIOL 1020	Introductory Biology II: Cells, Genetics & Evolution	BIOLOGY
BUSM 1300	Introduction to Business	BUSINESS MANAGEMENT
BUSM 1330	Business Ethics	BUSINESS MANAGEMENT
CIVT 2029	Environmental Technology	CIVIL ENGINEERING TECHNOLOGY
CIVT 2440	Urban Planning and Site Development	CIVIL ENGINEERING TECHNOLOGY
ELEC 1400	Stand Alone Photovoltaic Systems	ELECTRONICS TECHNOLOGY
FGNS 2001	Foreign Studies: US and Mexico Borderland Studies	FOREIGN STUDIES
GEOG 1500	Introduction to Geography	GEOGRAPHY
GEOG 1600	World Regional Geography	GEOGRAPHY
GEOG 1800	Geography of US and Canada	GEOGRAPHY
GEOG 2000	Economic Geography	GEOGRAPHY
GEOG 2500	World Cultural Geography	GEOGRAPHY
NUET 1000	Nuclear Industry Fundamental Concepts	NUCLEAR ENGINEERING TECHNOLOGY
PSCI 1300	Earth Science	PHYSICAL SCIENCE
REST 1100	Real Estate Principles and Practices	REAL ESTATE
SOCY 1180	Social Problems	SOCIOLOGY

Summary of Results: Faculty Survey

The faculty sustainability curriculum survey consisted of 7 questions and was generated based on STARS guidance materials including an example survey from San Diego State University that was revised to meet the specific needs of Lakeland. All members of faculty at Lakeland (130) were sent the curriculum survey online via the website [surveymonkey.com](http://www.surveymonkey.com) (www.surveymonkey.com). Of the 130 recipients of the survey, 46 responded, which equates to a response rate of approximately 35 percent. Table 3.0 lists the courses that the faculty considered to be either sustainability-related or sustainability-focused based on this survey.

Table 3.0 - Faculty-Labeled Sustainability-Related & Focused Courses

Course Number	Description	Department/Area of Study	Sustainability -Related	Sustainability -Focused
CRMJ 2210	Ethics in Criminal Justice	CRIMINAL JUSTICE		<input checked="" type="checkbox"/>
ACCT 2120	Auditing Theory and Practice	ACCOUNTING	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HLTH 1500	Ethics and Legal Issues for Health Professionals	HEALTHCARE SERVICES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUET 1000	Nuclear Industry Fundamental Concepts	NUCLEAR ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUET 1200	Nuclear Plant Drawings	NUCLEAR ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUET 2300	Thermo-Fluid Sciences	NUCLEAR ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUET 2400	Capstone and Case Studies in Nuclear Engineering Technology	NUCLEAR ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NURS 2150	The Caring Role of the Nurse with the Well and Frail Elderly	NURSING	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ACCT 1100	Introduction to Financial Accounting	ACCOUNTING	<input checked="" type="checkbox"/>	
ACCT 1200	Introduction to Managerial Accounting	ACCOUNTING	<input checked="" type="checkbox"/>	
ACCT 1270	Financial Analysis Using Spreadsheets	ACCOUNTING	<input checked="" type="checkbox"/>	
ACCT 2100	Intermediate Accounting I	ACCOUNTING	<input checked="" type="checkbox"/>	
ACCT 2390	Tax Accounting	ACCOUNTING	<input checked="" type="checkbox"/>	
ECED 1130	Introduction to Early Childhood Education	EARLY CHILDHOOD EDUCATION	<input checked="" type="checkbox"/>	
ECED 1530	Technologies and Media Studies for Early Childhood Education	EARLY CHILDHOOD EDUCATION	<input checked="" type="checkbox"/>	
ECED 1650	The Developing Child	EARLY CHILDHOOD EDUCATION	<input checked="" type="checkbox"/>	
ECED 2110	Working with Families	EARLY CHILDHOOD EDUCATION	<input checked="" type="checkbox"/>	
ECED 2220	Early Education of Infants and Toddlers	EARLY CHILDHOOD EDUCATION	<input checked="" type="checkbox"/>	
EDUC 2031	Introduction to Individuals with Exceptions	EDUCATION	<input checked="" type="checkbox"/>	
FINN 1100	Personal and Family Finance	FINANCE	<input checked="" type="checkbox"/>	
FINN 1500	Applied Finance	FINANCE	<input checked="" type="checkbox"/>	
PSYC 1500	Introduction to Psychology	PSYCHOLOGY	<input checked="" type="checkbox"/>	

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Course Number	Description	Department/Area of Study	Sustainability -Related	Sustainability -Focused
PSYC 2800	Social Psychology	PSYCHOLOGY	<input checked="" type="checkbox"/>	
SOCY 1150	Principles of Sociology	SOCIOLOGY	<input checked="" type="checkbox"/>	
SOCY 2270	Sociology of Aging	SOCIOLOGY	<input checked="" type="checkbox"/>	
SOCY 1180	Social Problems	SOCIOLOGY	<input checked="" type="checkbox"/>	

After evaluation of the survey results, Affinity requested course outlines for each of the sustainability-related and sustainability-focused courses identified by the faculty. Those that met the STARS sustainability criteria were added into the total count of courses (Table 1.0 and Table 2.0). Those courses that did not show evidence to support the STARS sustainability criteria were removed from the final list. It was Affinity’s decision to only include those courses that show clear evidence of meeting the STARS sustainability criteria through written course outlines. It was determined that 2 courses are sustainability-focused and 20 courses are sustainability-related.

Table 4.0 - Sustainability-Focused and Sustainability-Related Courses

Course Number	Description	Department/Area of Study	Sustainability -Related	Sustainability -Focused
BIOL 1030	Introductory Biology III: Cells, Genetics & Evolution	BIOLOGY		<input checked="" type="checkbox"/>
BIOL 1170	Ecology & Environmental Biology	BIOLOGY		<input checked="" type="checkbox"/>
BIOL 1020	Introductory Biology II: Cells, Genetics & Evolution	BIOLOGY	<input checked="" type="checkbox"/>	
BUSM 1300	Introduction to Business	BUSINESS MANAGEMENT	<input checked="" type="checkbox"/>	
BUSM 1330	Business Ethics	BUSINESS MANAGEMENT	<input checked="" type="checkbox"/>	
CIVT 2029	Environmental Technology	CIVIL ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>	
CIVT 2440	Urban Planning and Site Development	CIVIL ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>	
ECED 1650	The Developing Child	EARLY CHILDHOOD EDUCATION	<input checked="" type="checkbox"/>	
ELEC 1400	Stand Alone Photovoltaic Systems	ELECTRONICS TECHNOLOGY	<input checked="" type="checkbox"/>	
FGNS 2001	Foreign Studies: US and Mexico Borderland Studies	FOREIGN STUDIES	<input checked="" type="checkbox"/>	
GEOG 1500	Introduction to Geography	GEOGRAPHY	<input checked="" type="checkbox"/>	
GEOG 1600	World Regional Geography	GEOGRAPHY	<input checked="" type="checkbox"/>	
GEOG 1800	Geography of US and Canada	GEOGRAPHY	<input checked="" type="checkbox"/>	
GEOG 2000	Economic Geography	GEOGRAPHY	<input checked="" type="checkbox"/>	

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Course Number	Description	Department/Area of Study	Sustainability -Related	Sustainability -Focused
GEOG 2500	World Cultural Geography	GEOGRAPHY	<input checked="" type="checkbox"/>	
NUET 1000	Nuclear Industry Fundamental Concepts	NUCLEAR ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>	
NURS 2150	The Caring Role of the Nurse with the Well and Frail Elderly	NURSING	<input checked="" type="checkbox"/>	
PSCI 1300	Earth Science	PHYSICAL SCIENCE	<input checked="" type="checkbox"/>	
PSYC 2800	Social Psychology	PSYCHOLOGY	<input checked="" type="checkbox"/>	
REST 1100	Real Estate Principles and Practices	REAL ESTATE	<input checked="" type="checkbox"/>	
SOCY 1150	Principles of Sociology	SOCIOLOGY	<input checked="" type="checkbox"/>	
SOCY 1180	Social Problems	SOCIOLOGY	<input checked="" type="checkbox"/>	

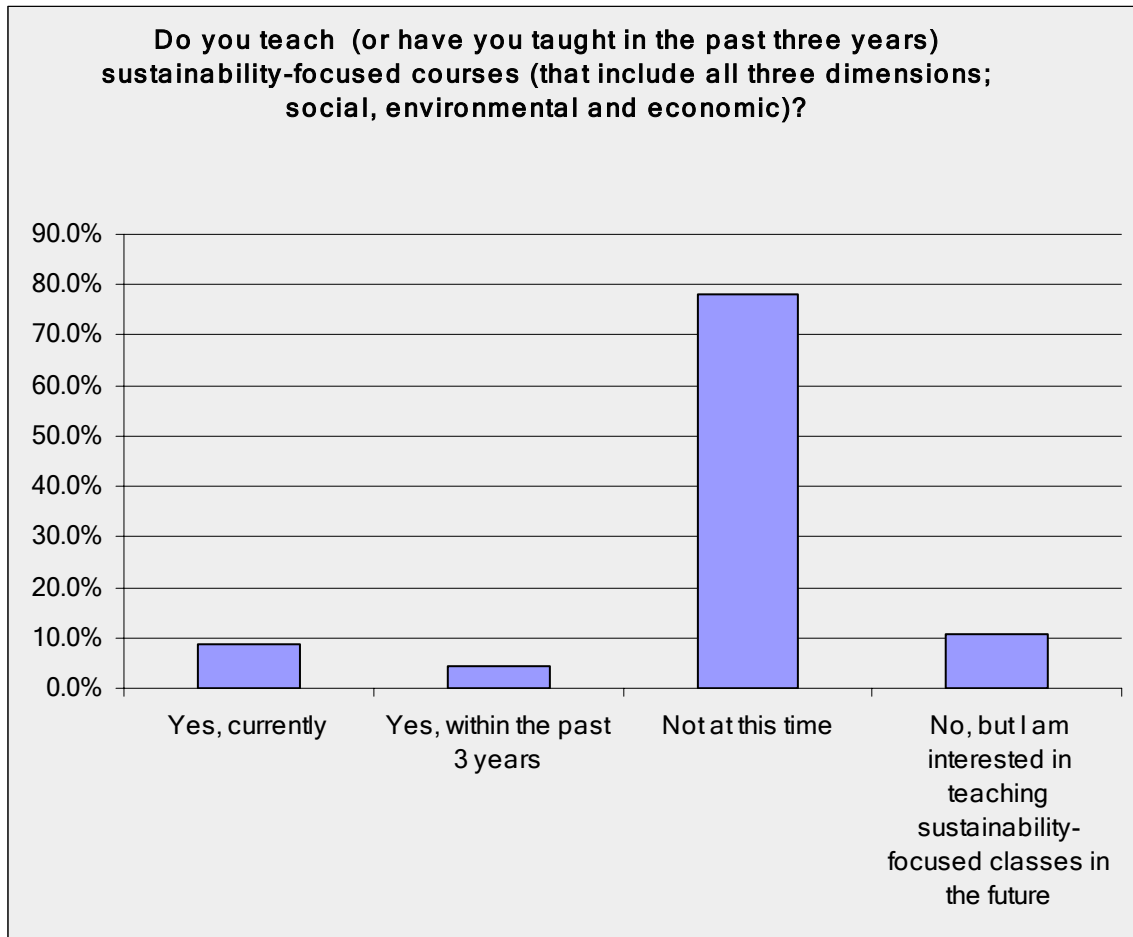
In addition to the listing of courses that they believed to be sustainability-focused or related, faculty participating in the survey answered some general questions regarding teaching sustainability within their classrooms. The graphs that follow detail each survey question and the summarized responses of the 46 respondents.

Graph 1.0 – Question 1



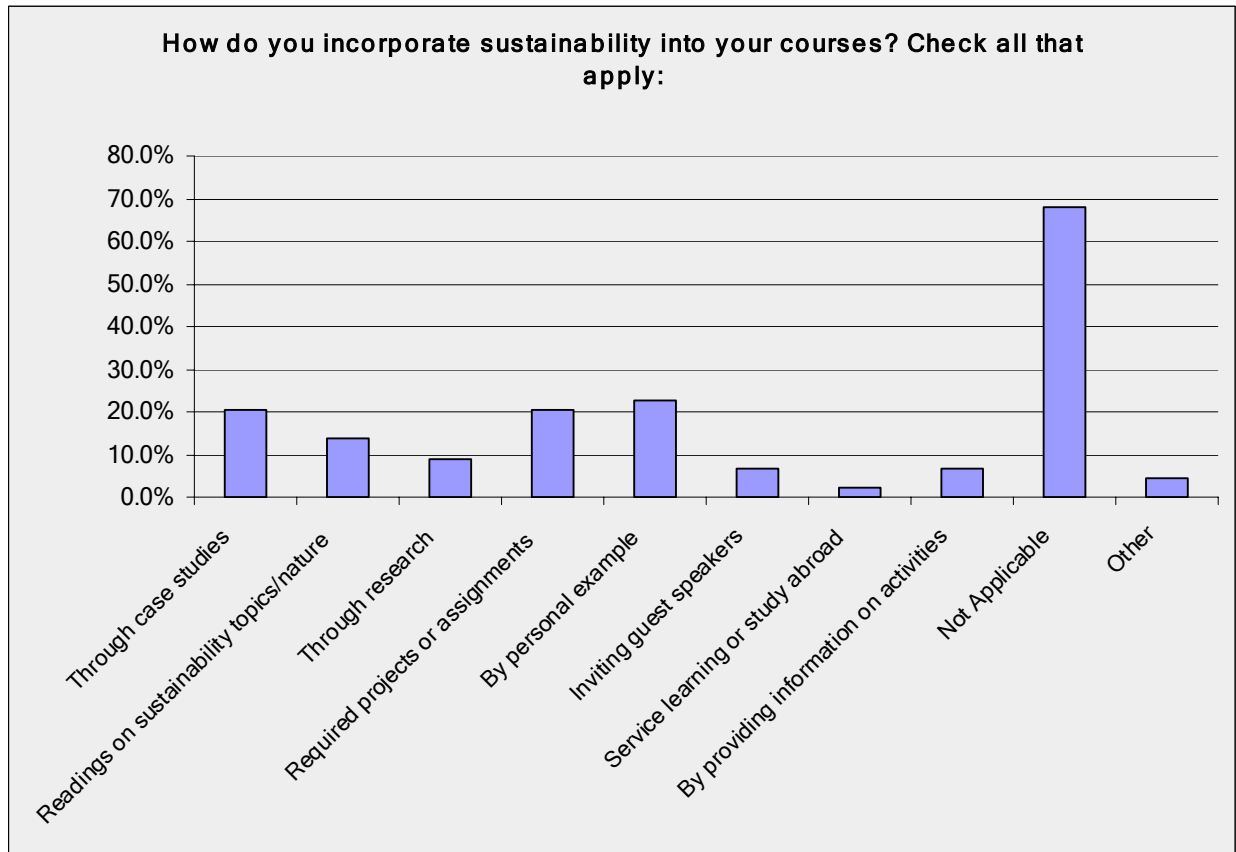
Specific courses are listed in Table 3.0 for those respondents who indicated “Yes”. It is important to note that 16 percent of respondents who answered “No” are interested in teaching sustainability-related classes in the future.

Graph 2.0 - Question 2



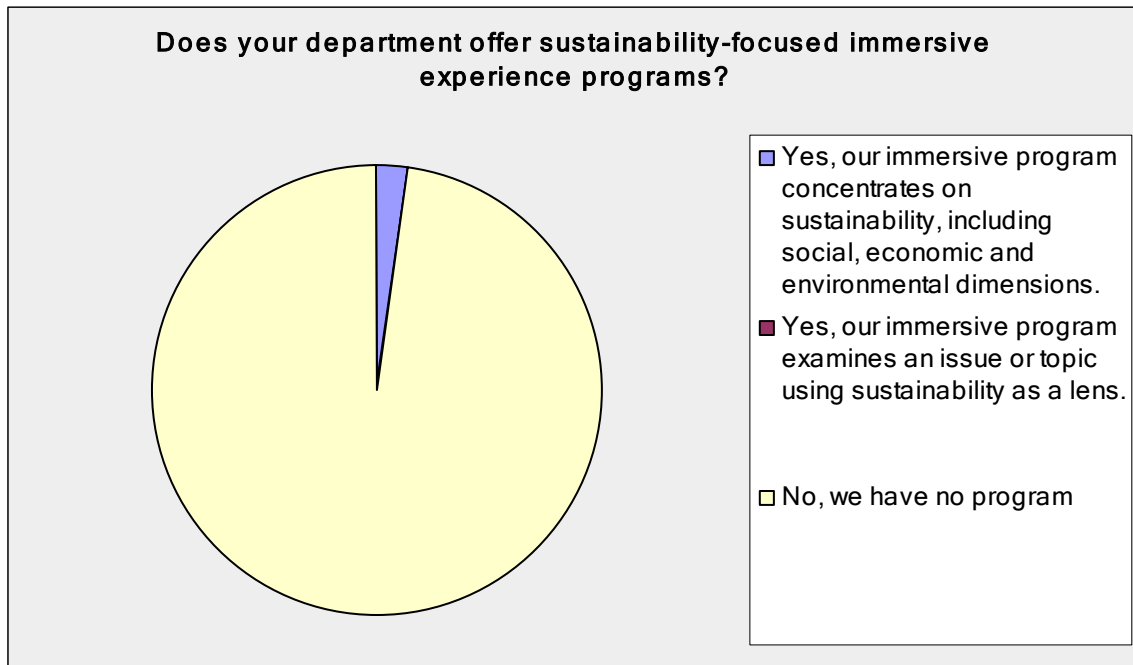
Specific courses are listed in Table 3.0 for those respondents who indicated “Yes”. It is important to note that 11 percent of respondents who answered “No” are interested in teaching sustainability-focused classes in the future.

Graph 3.0 - Question 3



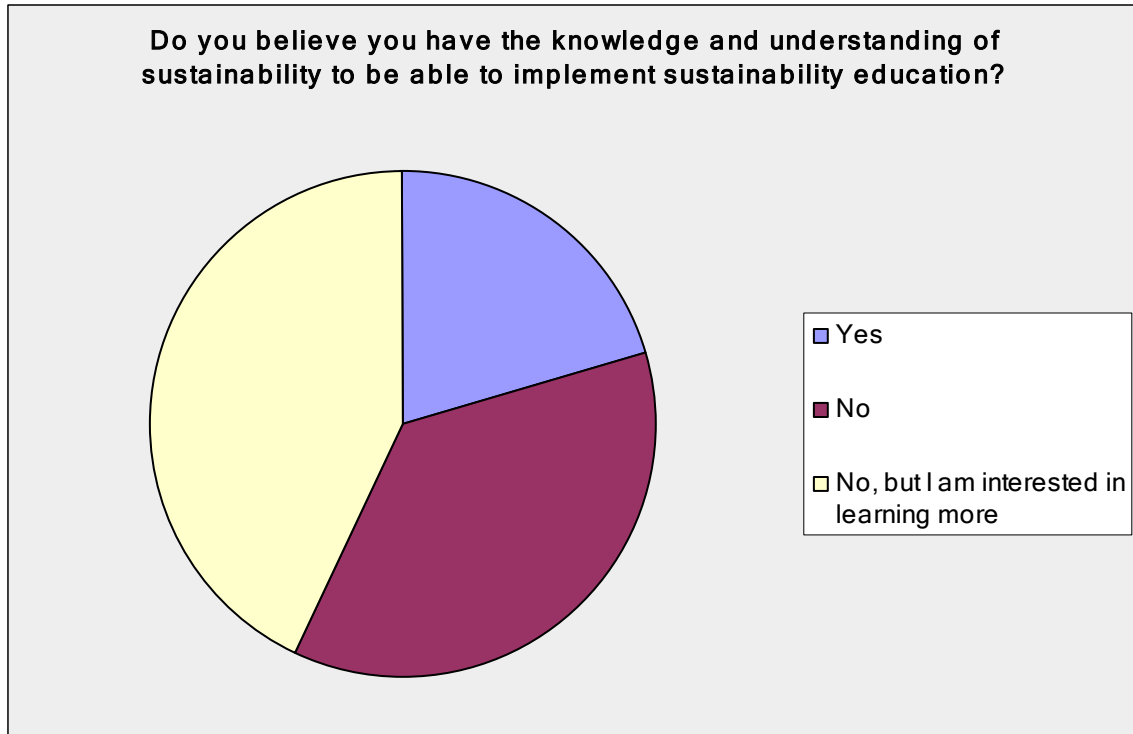
Although the majority of respondents answered “Not Applicable” to this question, many are utilizing various techniques for incorporating sustainability into their classrooms. Most are incorporating by personal example (i.e. going paperless, saving paper, etc.) and through required projects, assignments, or case studies.

Graph 4.0 - Question 4



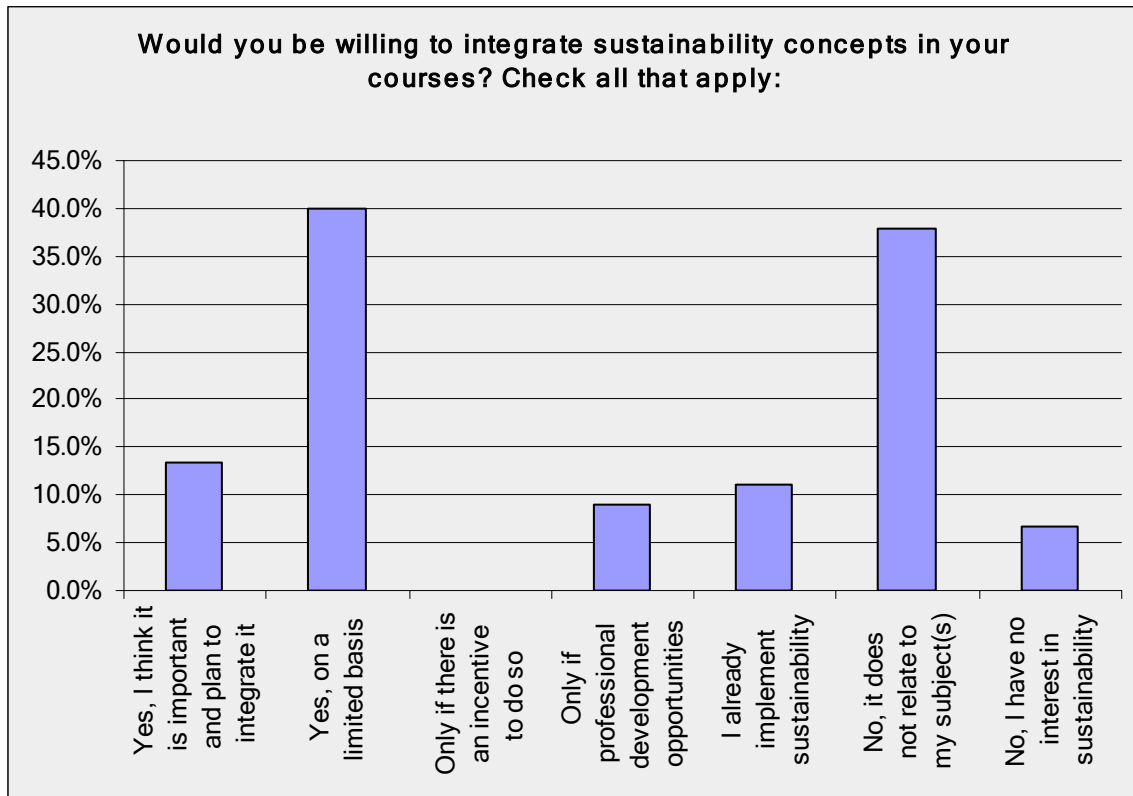
For immersive experiences at Lakeland, only one faculty member responded that the immersive program within their department concentrates on sustainability (from Early Childhood Education Program). The other 45 respondents indicated that there is not a sustainability immersive experience program within their department.

Graph 5.0 - Question 5



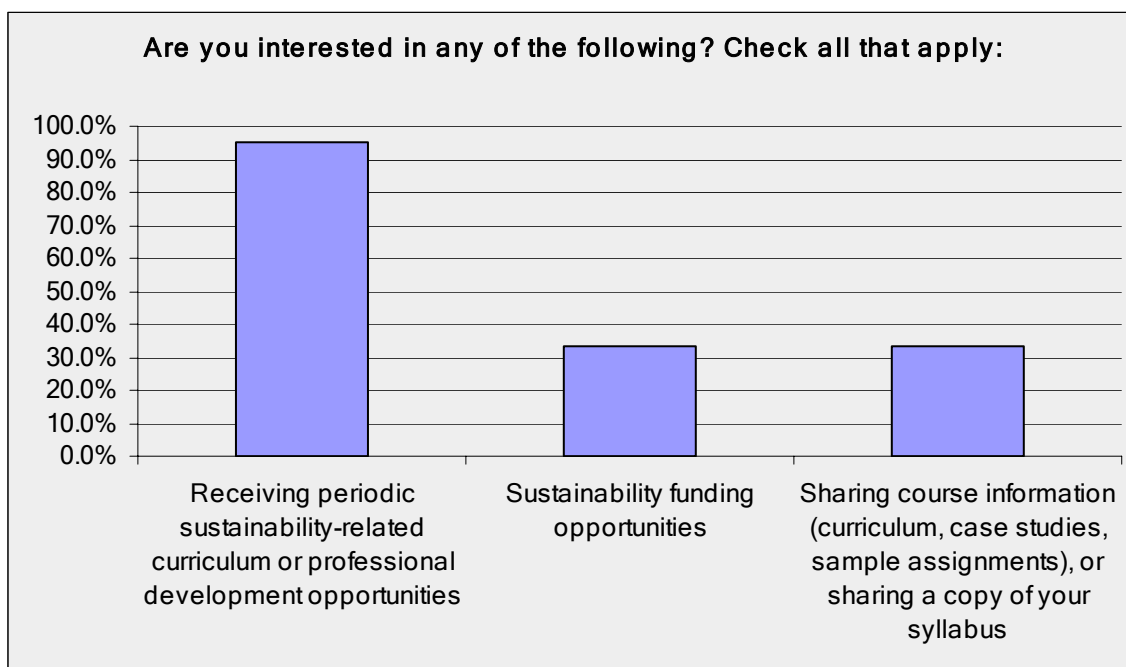
For the question of knowledge and understanding of sustainability, 20.5 percent of respondents believe they have the knowledge and understanding to be able to implement sustainability education, 36.4 percent believe they do not, and 43.2 percent believe they do not but are interested in learning.

Graph 6.0 - Question 6



Question six asked respondents if they are willing to integrate sustainability into their courses. 53.3 percent of respondents answered “Yes” to this question. Respondents that answered “No” due to un-relatedness to their subjects or lack of interest totaled 44.5 percent. Faculty implementing sustainability represents 11 percent of respondents. Respondents who required professional development offerings to implement sustainability represent 8.9 percent.

Graph 7.0 - Question 7



Over 95 percent of respondents indicated that they are interested in receiving periodic sustainability-related curriculum or professional development opportunities. Smaller percentages were also interested in funding opportunities and sharing course information.

Recommendations for Improvement

Based on the information resulting from this review, Lakeland's sustainability-focused and sustainability-related courses represent approximately 2 percent of courses offered. This leaves significant room for improvement if Lakeland decides to incorporate sustainability into more course offerings. Lakeland may decide to concentrate on departments/areas of study that have already incorporated sustainability into existing courses or choose to involve all departments in sustainability initiatives. The Biology Department seems to be the leader in the sustainable curriculum implementation and the only department to have sustainability-focused courses. Other departments appear to be incorporating sustainability to some extent into their sustainability-related courses.

Affinity recommends Lakeland develop a general sustainability education course that is required for all students regardless of major. This type of course would provide students with background knowledge of sustainability that can be applied to their specific area of study. Such a course can also incorporate sustainability-related activities on campus and get students interested and involved in sustainability beyond the classroom. A general education course in sustainability can also unify a campus and create a more holistic approach to sustainability implementation across the campus.

Secondly, Affinity recommends that Lakeland provide sustainability-related professional development opportunities for faculty. The survey results indicated that the majority of faculty were interested in learning more about sustainability. By equipping these faculty members with sustainability fundamentals and knowledge, Lakeland is creating a workforce that is willing and able to make great strides toward sustainability at the College.

Finally, Affinity recommends that Lakeland develop a Sustainability Committee that includes representatives from all areas of the College including faculty, facilities and administration. This committee can be the driving force that organizes and maintains the sustainability goals of Lakeland. This committee can make recommendations on curriculum, discuss new initiatives, and present sustainability-related information and recommendations to the Administration and/or Board for approval.

Conclusion

It is ultimately the decision of the Administration as to the direction the College would like to proceed with regard to incorporating sustainability into the curriculum. This report illustrates that sustainability can and is being incorporated within the curriculum by several faculty members. Furthermore, the survey indicated that there is a strong interest in sustainability and faculty are willing to incorporate sustainability into their curriculum if given the right tools and knowledge. The next step for Lakeland is to decide where and how sustainability should be incorporated into curriculum. Once that decision is made, the educational component for the faculty can be developed and deployed. Affinity looks forward to assisting Lakeland in this process.

Appendix A – Course Rating List

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
BIOL 1030	Introductory Biology III: Cells, Genetics & Evolution	BIOLOGY		<input checked="" type="checkbox"/>			
BIOL 1170	Ecology & Environmental Biology	BIOLOGY		<input checked="" type="checkbox"/>			
BIOL 1020	Introductory Biology II: Cells, Genetics & Evolution	BIOLOGY	<input checked="" type="checkbox"/>				
BUSM 1300	Introduction to Business	BUSINESS MANAGEMENT	<input checked="" type="checkbox"/>				
BUSM 1330	Business Ethics	BUSINESS MANAGEMENT	<input checked="" type="checkbox"/>				
CIVT 2029	Environmental Technology	CIVIL ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>				
CIVT 2440	Urban Planning and Site Development	CIVIL ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>				
ECED 1650	The Developing Child	EARLY CHILDHOOD EDUCATION	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
ELEC 1400	Stand Alone Photovoltaic Systems	ELECTRONICS TECHNOLOGY	<input checked="" type="checkbox"/>				
FGNS 2001	Foreign Studies: US and Mexico Borderland Studies	FOREIGN STUDIES	<input checked="" type="checkbox"/>				
GEOG 1500	Introduction to Geography	GEOGRAPHY	<input checked="" type="checkbox"/>				
GEOG 1600	World Regional Geography	GEOGRAPHY	<input checked="" type="checkbox"/>				
GEOG 1800	Geography of US and Canada	GEOGRAPHY	<input checked="" type="checkbox"/>				
GEOG 2000	Economic Geography	GEOGRAPHY	<input checked="" type="checkbox"/>				
GEOG 2500	World Cultural Geography	GEOGRAPHY	<input checked="" type="checkbox"/>				
NUET 1000	Nuclear Industry Fundamental Concepts	NUCLEAR ENGINEERING TECHNOLOGY	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NURS 2150	The Caring Role of the Nurse with the Well and Frail Elderly	NURSING	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PSCI 1300	Earth Science	PHYSICAL SCIENCE	<input checked="" type="checkbox"/>				
PSYC 2800	Social Psychology	PSYCHOLOGY	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
REST 1100	Real Estate Principles and Practices	REAL ESTATE	<input checked="" type="checkbox"/>				
SOCY 1150	Principles of Sociology	SOCIOLOGY	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
SOCY 1180	Social Problems	SOCIOLOGY	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
ACCT 1100	Introduction to Financial Accounting	ACCOUNTING			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ACCT 1200	Introduction to Managerial Accounting	ACCOUNTING			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ACCT 1270	Financial Analysis Using Spreadsheets	ACCOUNTING			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ACCT 2100	Intermediate Accounting I	ACCOUNTING			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ACCT 2120	Auditing Theory and Practice	ACCOUNTING			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ACCT 2390	Tax Accounting	ACCOUNTING			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CRMJ 2210	Ethics in Criminal Justice	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
ECED 1130	Introduction to Early Childhood Education	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ECED 1530	Technologies and Media Studies for Early Childhood Education	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ECED 2110	Working with Families	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ECED 2220	Early Education of Infants and Toddlers	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
EDUC 2031	Introduction to Individuals with Exceptions	EDUCATION			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
FINN 1100	Personal and Family Finance	FINANCE			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
FINN 1500	Applied Finance	FINANCE			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
HLTH 1500	Ethics and Legal Issues for Health Professionals	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUET 2300	Thermo-Fluid Sciences	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUET 2400	Capstone and Case Studies in Nuclear Engineering Technology	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUET 1200	Nuclear Plant Drawings	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PSYC 1500	Introduction to Psychology	PSYCHOLOGY			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
SOCY 2270	Sociology of Aging	SOCIOLOGY			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
ACCT 2110	Intermediate Accounting: Cost	ACCOUNTING			<input checked="" type="checkbox"/>		
ACCT 2130	Advanced Topics in Accounting	ACCOUNTING			<input checked="" type="checkbox"/>		
ACCT 2150	Accounting Information Systems	ACCOUNTING			<input checked="" type="checkbox"/>		
ACCT 2200	Intermediate Accounting II	ACCOUNTING			<input checked="" type="checkbox"/>		
ACCT 2210	Managerial Accounting: Finance	ACCOUNTING			<input checked="" type="checkbox"/>		
AEUT 1000	Electric Utility Technology I	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 1100	Electric Utility Technology II	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 1400	Electric Utility Mathematics I	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 1500	Electrical & Construction Print Reading	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 1600	Electric Circuits I	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 1700	Electric Utility Mathematics II	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 2000	Electric Utility Technology III	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 2100	Electric Utility Technology IV	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 2200	Electric Circuits II	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 2300	Electric Power Apparatus	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
AEUT 2400	Three Phase Power	APPLIED ELECTRIC UTILITY TECHNOLOGY			<input checked="" type="checkbox"/>		
ANTH 1160	Introduction to Cultural Anthropology	ANTHROPOLOGY			<input checked="" type="checkbox"/>		
ART 1110	Art Fundamentals for the Classroom	ART			<input checked="" type="checkbox"/>		
ART 1120	Art Appreciation	ART			<input checked="" type="checkbox"/>		
ART 1130	Art Drawing I	ART			<input checked="" type="checkbox"/>		
ART 1135	Art Drawing II	ART			<input checked="" type="checkbox"/>		
ART 1140	Life Drawing I	ART			<input checked="" type="checkbox"/>		
ART 1145	Life Drawing II	ART			<input checked="" type="checkbox"/>		
ART 2220	Survey of Art I	ART			<input checked="" type="checkbox"/>		
ART 2230	Survey of Art II	ART			<input checked="" type="checkbox"/>		
ART 2250	Painting I	ART			<input checked="" type="checkbox"/>		
ART 2255	Painting II	ART			<input checked="" type="checkbox"/>		
ART 2260	Ceramics I	ART			<input checked="" type="checkbox"/>		
ART 2265	Ceramics II	ART			<input checked="" type="checkbox"/>		
ART 2275	Jewelry/Metals I	ART			<input checked="" type="checkbox"/>		
ART 2276	Jewelry/Metals II	ART			<input checked="" type="checkbox"/>		
ART 2277	Jewelry/Metals III	ART			<input checked="" type="checkbox"/>		
ART 2290	Sculpture I	ART			<input checked="" type="checkbox"/>		
ART 2295	Sculpture II	ART			<input checked="" type="checkbox"/>		
ART 2300	Watercolor Painting I	ART			<input checked="" type="checkbox"/>		
ART 2305	Watercolor Painting II	ART			<input checked="" type="checkbox"/>		
ASLI 1100	Introduction to American Sign Language I	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 1200	Introduction to American Sign Language I	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 1400	Fingerspelling	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 1500	Deaf History & Culture: History & Social Convention	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 1600	Deaf History & Culture: Structure & Society	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
ASLI 1700	Deaf Literature	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 1800	American Sign Language I	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 1830	American Sign Language Discourse	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 1850	American Sign Language II	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 2700	Resources Concerning the Deaf Community	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 2750	Applied Issues Concerning the Deaf Community	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 2800	American Sign Language III	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
ASLI 2850	American Sign Language IV	AMERICAN SIGN LANGUAGE			<input checked="" type="checkbox"/>		
BIOL 1010	Introductory Biology I: Cells, Genetics & Evolution	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1140	Human Biology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1150	Plant Biology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1160	Animal Biology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1180	Tropical Biology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1190	Introduction to Evolutionary Biology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1200	Fundamentals of Biology for the Health Technologies	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1510	Principles of Biology I	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 1520	Principles of Biology II	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 2210	Anatomy & Physiology I	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 2220	Anatomy & Physiology II	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 2700	Microbiology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 2800	Immunology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOL 2900	Special Topics in Biology	BIOLOGY			<input checked="" type="checkbox"/>		
BIOS 1050	Introduction to Biotechnology Science	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 1200	Biotechnology Science Lab Skills	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 1500	Introduction to Biochemistry	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 1600	Advanced Molecular Separations	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 2100	Applied Microbiology	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 2400	Tissue Culture	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 2500	Recombinant DNA Technology	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 2550	Introduction to Bioinformatics	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 2600	Bioscience Manufacturing Processes	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 2700	Internship	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BIOS 2800	Biotechnology Science Seminar	BIOTECHNOLOGY SCIENCE			<input checked="" type="checkbox"/>		
BUSM 1050	Keyboarding	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1060	Keyboarding Skill Development	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1100	Document Processing	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1200	Advanced Document Processing	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1230	English for Business	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1400	Professional Personal Selling	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1500	International Business in a Global Environment	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1620	Entrepreneurship I: Principles of Entrepreneurship	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1640	Entrepreneurship I: Entrepreneurial Startup & Planning	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1700	Principles of E-Business	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 1800	Essentials of Management & Supervision	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2000	Principles of Management	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2100	Business Law I	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2150	Business Law II	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2200	Organizational Behavior	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2250	Leadership Development	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2300	Human Resource Management	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2330	Employment Practices	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2350	Labor Management Relations	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2370	Compensation & Benefits	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2380	Training Skills & Techniques	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		

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BUSM 2400	Business Communications	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2450	Computer-Based Business Practices	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2500	Principles of Marketing	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2510	Marketing Information & Research	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2520	Marketing of Services	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2530	Advertising	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2550	Direct & Internet Marketing	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2560	International Marketing	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2700	Management Philosophy & Practice	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2800	Business Co-Op Experience	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
BUSM 2900	Special Topics in Business	BUSINESS MANAGEMENT			<input checked="" type="checkbox"/>		
CADT 1100	Introduction to AutoCAD	COMPUTER AIDED DESIGN TECHNOLOGY			<input checked="" type="checkbox"/>		
CADT 1500	Advanced AutoCAD	COMPUTER AIDED DESIGN TECHNOLOGY			<input checked="" type="checkbox"/>		
CADT 2100	Introduction to SolidWorks	COMPUTER AIDED DESIGN TECHNOLOGY			<input checked="" type="checkbox"/>		
CADT 2500	Advanced SolidWorks	COMPUTER AIDED DESIGN TECHNOLOGY			<input checked="" type="checkbox"/>		
CADT 2600	SolidWorks Design Productivity	COMPUTER AIDED DESIGN TECHNOLOGY			<input checked="" type="checkbox"/>		
CHEM 1050	Chemistry in the Everyday World	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 1100	Elementary Chemistry	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 1150	Introduction to Organic Chemistry	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 1500	General Chemistry I	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 1600	General Chemistry II	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 2000	Quantitative Analysis	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 2500	Organic Chemistry I	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 2600	Organic Chemistry II	CHEMISTRY			<input checked="" type="checkbox"/>		
CHEM 2900	Special Topics in Chemistry	CHEMISTRY			<input checked="" type="checkbox"/>		
CHIN 1001	Elementary Chinese I	CHINESE			<input checked="" type="checkbox"/>		
CHIN 1002	Elementary Chinese II	CHINESE			<input checked="" type="checkbox"/>		
CIMN 0950	Introduction to Machine-Tool Technology	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 0960	Introduction to Machine-Tool Setup and CAM	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 0970	Introduction to Electrical Devices and Controls	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 0980	Manufacturing Shop Mathematics	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 1110	Manufacturing Processes I	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 1210	Manufacturing Processes II	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 1420	Computer Numerical Control Part Programming (CNC)	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 1430	Introduction to Computer Assisted Part Programming	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 1440	Advanced Computer Assisted Part Programming	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		

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CIMN 1450	Programming CNC Lathes	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 1460	Programming CNC Machining Centers	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2190	Manufacturing Methods and Costs	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2240	Jig and Fixture Design I	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2340	Jig and Fixture Design II	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2390	Fluid Power Technology	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2450	Oxyfuel Gas Welding	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2550	Stick Welding	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2610	Automation and Robotics	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2660	MIG, TIG and Flux-Cored Arc Welding	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIMN 2875	Design and Manufacturing Capstone	COMPUTER INTEGRATED MANUFACTURING			<input checked="" type="checkbox"/>		
CIVT 1011	Construction Methods and Materials	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1012	Reading Construction Drawings	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1015	Architectural Drafting I	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1016	Civil Drafting	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1019	Architectural Building Codes and Standards	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1020	Architectural Drafting II	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1021	Construction Materials Testing	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1025	Architectural Design	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1028	Mechanical and Electrical Systems	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 1410	Building Construction I	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2017	Construction Estimating and Scheduling	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2019	Applied Hydraulics	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2022	Computer Application in Surveying	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2023	Route Location and Design	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2024	Construction Administration and Inspection	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2025	Safety in Construction	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2026	Soil and Foundations	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2027	Concrete and Masonry Construction	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2028	Steel and Timber Construction	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2030	Introduction to GPS Surveying	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2032	Advanced Computer Application in Surveying	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2040	Boundary Control and Legal Principles	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2111	Surveying I	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2112	Surveying II	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2400	Structures in Construction I	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2405	Structures in Construction II	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CIVT 2420	Building Construction II	CIVIL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CNET 1050	Voice & Data Cabling	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 1100	Cisco Networking Technology I	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 1200	Cisco Networking Technology II	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		

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CNET 1300	Cisco Networking Technology III	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 1400	Cisco Networking Technology IV	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 2520	Cisco Networking Technology V: Advanced Routing	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 2540	Cisco Networking Technology VI: Remote Access	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 2560	Cisco Networking Technology VII: Multi-Layer Switching	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 2580	Cisco Networking Technology VIII: Internetwork Troubleshooting	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 2720	Cisco Network Security I: Managing Security	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
CNET 2740	Cisco Network Security II: Advanced Firewalls	CISCO NETWORK INFRASTRUCTURE			<input checked="" type="checkbox"/>		
COUN 1001	Orientation to College	COUNSELING SERVICES			<input checked="" type="checkbox"/>		
COUN 1100	Career Exploration	COUNSELING SERVICES			<input checked="" type="checkbox"/>		
COUN 1200	Employment Strategies	COUNSELING SERVICES			<input checked="" type="checkbox"/>		
COUN 1300	Skills for College Success	COUNSELING SERVICES			<input checked="" type="checkbox"/>		
CPET 1050	Assembly, Upgrading and Repairing Personal Computers	COMPUTER ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CPET 1120	C Programming for Engineering Technology	COMPUTER ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CPET 1200	Visual Basic for Engineering Technology I	COMPUTER ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CPET 2050	Advanced Assembly and Repair of Personal Computers	COMPUTER ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CPET 2060	Preparation for A+ Certification	COMPUTER ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CPET 2200	Visual Basic for Engineering Technology II	COMPUTER ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CPET 2550	Telecommunications Principles	COMPUTER ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
CRMJ 1110	Introduction to Criminal Justice	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 1117	Community Policing	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 1130	Crisis Intervention	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 1211	Community Corrections	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 1230	Introduction to Forensic Science Technology	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 1240	Criminal Justice Research	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2212	Criminal Justice	LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2214	Patrol Operations	LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2216	Criminal Procedure	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		

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CRMJ 2219	Correctional Practices and Challenges	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2231	Juvenile Delinquency	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2239	Criminal Justice Practicum	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2244	Criminology	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2250	Current Issues in Criminal Justice	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2260	Interview and Interrogation	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
CRMJ 2900	Special Topics in Criminal Justice	CRIMINAL JUSTICE (CORRECTIONS, LAW ENFORCEMENT)			<input checked="" type="checkbox"/>		
DANC 1108	Basic Ballet	DANCE			<input checked="" type="checkbox"/>		
DANC 1109	Basic Jazz Dance	DANCE			<input checked="" type="checkbox"/>		
DANC 1110	Basic Modern Dance	DANCE			<input checked="" type="checkbox"/>		
DANC 1500	Modern Dance I-A	DANCE			<input checked="" type="checkbox"/>		
DANC 1550	Modern Dance I-B	DANCE			<input checked="" type="checkbox"/>		
DANC 1600	Ballet I-A	DANCE			<input checked="" type="checkbox"/>		
DANC 1650	Ballet I-B	DANCE			<input checked="" type="checkbox"/>		
DNHY 1110	Introduction to Preventative Hygiene	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1111	Anatomy of Orofacial Structures	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1112	Dental Radiology	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1122	Nutrition and Preventative Oral Hygiene Concepts	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1123	General and Oral Pathology	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1124	Periodontics I	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1125	Dental Hygiene Practice - Clinic I	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1126	Dental Hygiene Practice - Seminar I	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 1127	Current Concepts in Dental Materials	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2005	Pain Management for Dental Hygienists	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2110	Periodontics II	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2111	Dental Pharmacology and Pain Control	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2112	Community Dental Health I	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2113	Dental Specialties and Extended Dental Hygiene Functions	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2114	Dental Hygiene Practice - Clinic II	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2115	Dental Hygiene Practice - Seminar II	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2126	Practice Management	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2127	Community Dental Health II	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2128	Dental Hygiene Practice - Clinic III	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DNHY 2129	Dental Hygiene Practice - Seminar III	DENTAL HYGIENE			<input checked="" type="checkbox"/>		
DOMS 2000	Domestic Studies	DOMESTIC STUDIES			<input checked="" type="checkbox"/>		
DOMS 2200	Domestic Studies: The Hollywood Film Industry	DOMESTIC STUDIES			<input checked="" type="checkbox"/>		
ECED 1800	Creative Experience for the Young Child I	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2130	Creative Experience for the Young Child II	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2160	Language and Literacy Experiences	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2450	School-Age Child Care	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2500	Leadership and Administration in Early Childhood Education	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2800	Student Teaching Practicum and Seminar	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2840	Introduction to the Reggio Emilia Approach	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2900	Special Topics in Early Childhood Education	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		

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ECED 2901	Special Topics: Standards and Developmentally Appropriate	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2902	Special Topics: Literacy and Early Learning Content Standard	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2903	Special Topics: Curriculum Planning/Early Childhood Educati	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECED 2904	Special Topics: Curriculum Planning/Early Childhood -2	EARLY CHILDHOOD EDUCATION			<input checked="" type="checkbox"/>		
ECON 1150	Basic Economics	ECONOMICS			<input checked="" type="checkbox"/>		
ECON 2500	Principles of Macroeconomics	ECONOMICS			<input checked="" type="checkbox"/>		
ECON 2600	Principles of Microeconomics	ECONOMICS			<input checked="" type="checkbox"/>		
ECON 2700	International Economics	ECONOMICS			<input checked="" type="checkbox"/>		
ECON 2900	Special Topics in Economics	ECONOMICS			<input checked="" type="checkbox"/>		
ECON 2910	Topics in Economics: Current Issues	ECONOMICS			<input checked="" type="checkbox"/>		
ECON 2930	Topics in Economics: Labor Economics	ECONOMICS			<input checked="" type="checkbox"/>		
ECTA 1000	Electrical Construction Technology IA	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 1005	Residential Wiring I	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 1010	Electrical Construction Technology IB	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 1200	Electrical Construction Technology IIA	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 1210	Electrical Construction Technology IIB	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 2005	Residential Wiring III	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 2205	Residential Wiring IV	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 2300	Advanced Electrical Construction Technology IA	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 2310	Advanced Electrical Construction Technology IB	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 2400	Advanced Electrical Construction Technology IIA	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 2410	Advanced Electrical Construction Technology IIB	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 2500	Instrumentation and Testing A	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
ECTA 25100	Instrumentation and Testing B	ELECTRICAL CONSTRUCTION TECHNOLOGY			<input checked="" type="checkbox"/>		
EDUC 1150	Introduction to Education as a Profession	EDUCATION			<input checked="" type="checkbox"/>		
EDUC 2300	Education Technology	EDUCATION			<input checked="" type="checkbox"/>		
ELEC 1100	Direct Current Circuit Analysis	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 1200	Alternating Current Circuit Analysis	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 1320	Digital Systems Fundamentals	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2000	Electric Technology Field Experience	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2101	Linear and Switch-Mode Supplies	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2151	Operational Amplifiers and Linear Integrated Circuits	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2300	Sensors and Actuators	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2400	Microcontroller Applications	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2500	Feedback Control Systems	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2600	Robotics Project Lab	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2700	Motor Control and Servo Systems	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2810	Current Local and National Electric Codes	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2821	Programmable Logic Controllers	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
ELEC 2850	Advanced Programmable Logic Controller Applications	ELECTRONICS TECHNOLOGY			<input checked="" type="checkbox"/>		
EMGT 1000	Introduction to Emergency Management	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1120	Emergency Management Administration and Policy	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
EMGT 1140	Incident Command System	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1220	Emergency Planning	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1240	Developing Volunteer Resources	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1260	Mitigation for Emergency Managers	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1280	Emergency Operations Center Management and Operation	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1350	Public Sector Community Relations and Customer Service	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1700	Emergency Response to Terrorism: Basic Concepts	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 1800	Emergency Management Guided Study	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 2160	Exercise Design and Evaluation	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 2210	Public Sector Supervision and Leadership	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 2340	Hazardous Materials Operations and Command	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 2360	Disaster Response and Recovery	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 2380	Continuity of Operations	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 2390	Emergency Management Field Service Seminar	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMGT 2900	Current Issues in Emergency Management	EMERGENCY MANAGEMENT PLANNING & ADMINISTRATION			<input checked="" type="checkbox"/>		
EMTS 1010	Emergency Medical Technician-Basic	EMERGENCY MEDICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
EMTS 1050	Emergency Medical Technician-Refresher	EMERGENCY MEDICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
EMTS 2011	Paramedic Beginner	EMERGENCY MEDICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
EMTS 2021	Paramedic Intermediate A	EMERGENCY MEDICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
EMTS 2031	Paramedic Intermediate B	EMERGENCY MEDICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
EMTS 2041	Paramedic Advanced	EMERGENCY MEDICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
ENGL 2296	Fantasy	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 0111	Fundamentals of College Literacy	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 0220	College Reading	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 0221	College Reading for Introduction to Psychology	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 1110	English Composition I (A)	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 1111	English Composition I (B)	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 1120	English Composition II	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 1121	English Composition II - Technical Focus	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 1125	Fundamentals of Grammar	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 1130	Principles of Prose Style	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 1135	Creative Writing	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2201	Introduction to Technical Writing	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2202	Technical Research and Report Writing	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2203	Technical Editing	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2210	Introduction to Fiction	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2215	Graphic Fiction	ENGLISH			<input checked="" type="checkbox"/>		

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
ENGL 2220	Introduction to Poetry	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2230	Introduction to Drama	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2235	Contemporary Global Fiction	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2240	Children's Literature	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2245	Science Fiction	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2248	Literature by Women	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2250	Survey of American Literature I	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2260	Survey of American Literature II	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2261	Art of Film	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2262	Films of Alfred Hitchcock	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2263	American Cinema	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2275	Multicultural Literary Studies	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2280	Survey of British Literature I	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2290	Survey of British Literature II	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2900	Special Topics in Films	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2910	Topics in Film: Film Adaptations of Shakespeare's Plays	ENGLISH			<input checked="" type="checkbox"/>		
ENGL 2950	Special Topics in Literature	ENGLISH			<input checked="" type="checkbox"/>		
ENGR 2800	Engineering Co-Op Experience	ENGINEERING			<input checked="" type="checkbox"/>		
ENGS 1000	Introduction to Engineering	ENGINEERING SCIENCE			<input checked="" type="checkbox"/>		
ENGS 2010	Statistics	ENGINEERING SCIENCE			<input checked="" type="checkbox"/>		
ENGS 2020	Dynamics	ENGINEERING SCIENCE			<input checked="" type="checkbox"/>		
ENGS 2110	Strength in Materials	ENGINEERING SCIENCE			<input checked="" type="checkbox"/>		
ENGS 2310	Electrical Circuits I	ENGINEERING SCIENCE			<input checked="" type="checkbox"/>		
ENGS 2700	Materials Science and Engineering	ENGINEERING SCIENCE			<input checked="" type="checkbox"/>		
ENGS 2820	Engineering Economic Cost Analysis	ENGINEERING SCIENCE			<input checked="" type="checkbox"/>		
ESLP 0120	ESL: Reading/Writing/Communications Skills I	ENGLISH AS A SECOND LANGUAGE			<input checked="" type="checkbox"/>		
ESLP 0130	ESL: Reading/Writing/Communications Skills II	ENGLISH AS A SECOND LANGUAGE			<input checked="" type="checkbox"/>		
ESLP 0140	ESL: Reading/Writing/Communications Skills III	ENGLISH AS A SECOND LANGUAGE			<input checked="" type="checkbox"/>		
ESLP 0150	Advanced ESL: Communicating on Campus	ENGLISH AS A SECOND LANGUAGE			<input checked="" type="checkbox"/>		
ESLP 0160	ESL: Academic Writing	ENGLISH AS A SECOND LANGUAGE			<input checked="" type="checkbox"/>		
FGNS 2000	Foreign Studies	FOREIGN STUDIES			<input checked="" type="checkbox"/>		
FINN 1200	Fundamentals of Investing	FINANCE			<input checked="" type="checkbox"/>		
FINN 1300	Financial Management for the Small Business	FINANCE			<input checked="" type="checkbox"/>		
FIRE 1100	Introduction to Fire and Emergency Services	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1120	Fire Organization and Administration	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1150	Firefighter Orientation	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1170	Fire Protection and Detection Systems	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1260	Fire Prevention Practice	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1290	Building Construction for Fire and Life Safety	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1340	Hazardous Materials for First Responders	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1350	Public Sector Community Relations and Customer Service	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1360	Fire Company Tactical Operations	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 1800	Fire Science Guided Study	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2150	Advanced Firefighter	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2200	Fire Investigation Methods	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2205	Fire Service Hydraulics	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2210	Public Sector Supervision and Leadership	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2280	Firefighter Strategy and Tactics	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2330	Combustion Processes and Fire Behavior	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2340	Hazardous Materials Operations and Command	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2380	Emergency Services Safety and Survival	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2390	Fire Field Service Seminar	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FIRE 2490	Fire Service Problem Analysis and Solution	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		

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FIRE 2900	Current Issues in Fire Service	FIRE SCIENCE TECHNOLOGY			<input checked="" type="checkbox"/>		
FLDX 1000	Field Experience	FIELD EXPERIENCE			<input checked="" type="checkbox"/>		
FREN 1001	Elementary French I	FRENCH			<input checked="" type="checkbox"/>		
FREN 1002	Elementary French II	FRENCH			<input checked="" type="checkbox"/>		
FREN 2001	Intermediate French I: Conversations and Grammar	FRENCH			<input checked="" type="checkbox"/>		
FREN 2002	Intermediate French II: Culture and Civilization	FRENCH			<input checked="" type="checkbox"/>		
GDSP 2000	Guided Studies - Individual	GUIDED STUDIES			<input checked="" type="checkbox"/>		
GDSP 2500	Guided Studies - Group	GUIDED STUDIES			<input checked="" type="checkbox"/>		
GEOG 2800	Introduction to Geographic Informations Systems	GEOGRAPHY			<input checked="" type="checkbox"/>		
GEOL 1100	Introduction to Physical Geology	GEOLOGY			<input checked="" type="checkbox"/>		
GEOL 1200	Introductory Historical Geology	GEOLOGY			<input checked="" type="checkbox"/>		
GERM 1001	Elementary German I	GERMAN			<input checked="" type="checkbox"/>		
GERM 1002	Elementary German II	GERMAN			<input checked="" type="checkbox"/>		
GERM 2001	Intermediate German I: Conversation and Grammar	GERMAN			<input checked="" type="checkbox"/>		
GERM 2002	Intermediate German II: Culture and Civilization	GERMAN			<input checked="" type="checkbox"/>		
GRDS 1010	Visual Organization	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 1015	Typography	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 1020	Graphic Design	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 1350	Computer Graphics IA	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 1400	Computer Graphics ID	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 2110	Graphics Production	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 2120	Illustration	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 2150	Package Design	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 2230	Advertising Design I	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 2330	Advertising Design II	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
GRDS 2500	Graphics Design Portfolio	GRAPHIC DESIGN			<input checked="" type="checkbox"/>		
HIMT 1100	Introduction to Health Information Data Management	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 1200	Healthcare Records and Documentation	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 1220	Coding and Classification Systems: HCPCS/CPT	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 1230	Coding and Classification Systems: ICD-9-CM	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 1240	Ethics and Legal Issues for Health Information Management	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 1300	Healthcare Applied Information Systems and Services	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2100	Healthcare Statistics and Data Delivery	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2200	Clinical Quality Assessment and Performance Improvement	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2530	Reimbursement Methodologies	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2540	Advanced Coding	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2545	Clinical Practicum I	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2546	Seminar I	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2550	Clinical Practicum II	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIMT 2600	Seminar II	HEALTH INFORMATION MANAGEMENT TECHNOLOGY			<input checked="" type="checkbox"/>		
HIST 1100	Western Civilization I: Ancient World Through 1648	HISTORY			<input checked="" type="checkbox"/>		
HIST 1200	Western Civilization II: Age of Revolution through WWII	HISTORY			<input checked="" type="checkbox"/>		
HIST 2100	US History: Colonization Through Reconstruction	HISTORY			<input checked="" type="checkbox"/>		
HIST 2200	US History: From the Industrial Revolution Through WWII	HISTORY			<input checked="" type="checkbox"/>		

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HIST 2400	Contemporary US History: 1945 to Present	HISTORY			<input checked="" type="checkbox"/>		
HIST 2450	Women in US History	HISTORY			<input checked="" type="checkbox"/>		
HIST 2500	World History Since 1945	HISTORY			<input checked="" type="checkbox"/>		
HIST 2600	Ohio History	HISTORY			<input checked="" type="checkbox"/>		
HIST 2700	Vietnam Era and It's Legacy	HISTORY			<input checked="" type="checkbox"/>		
HIST 2750	Latin American History	HISTORY			<input checked="" type="checkbox"/>		
HIST 2900	Special Topics in History	HISTORY			<input checked="" type="checkbox"/>		
HLTH 1010	Introduction to Health Careers	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1100	Introduction to Health Care	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1210	Medical Terminology	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1220	Advanced Medical Terminology	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1238	Structure, Function, Disease and Therapeutics of the Human	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1240	Phlebotomy	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1260	Phlebotomy Clinical Practicum	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1265	Phlebotomy Seminar	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1300	Nutrition and Family Health	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1310	Nutrition and Diet Therapy	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1400	Customer Service in Healthcare	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1410	Healthcare Access Fundamentals	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1600	Basic Pharmacology	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1700	Basic Electrocardiography	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1800	Healthcare Access Associate Seminar	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 1810	Healthcare Access Associate Internship	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HLTH 2100	Pathophysiology	HEALTHCARE SERVICES			<input checked="" type="checkbox"/>		
HMSC 1115	Introduction to Human Services	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1118	Principles of Case Management	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1131	Positive Behavior Support for Developmental Disabilities	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1132	Introduction t Developmental Disabilities	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1133	Principles of Habilitation Programming	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1138	Work Adjustment for Developmental Disabilities	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1139	Principles of Work for Developmental Disabilities	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1170	Management Skills in Non-Profit Organizations	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 1215	Dealing with Diversity	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 2116	Social Welfare	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 2220	Effective Volunteer Management	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 2261	Intervention Skills and Strategies	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 2262	Small Group and Interdisciplinary Teams	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HMSC 2285	Human Services Practicum and Seminar	HUMAN SERVICES			<input checked="" type="checkbox"/>		
HSTY 1100	Introduction to Histotechnology	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HSTY 2050	Histochemistry	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HSTY 2100	Histology	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HSTY 2150	Laboratory Molecular Diagnostics	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HSTY 2210	Fundamentals in Clinical Immunology	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HSTY 2250	Histotechnique	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HSTY 2300	Histotechnician Clinical Directed Practice	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HSTY 2400	Histotechnician Seminar	HISTOTECHNOLOGY			<input checked="" type="checkbox"/>		
HUMX 1100	Introduction to Humanities	HUMANITIES			<input checked="" type="checkbox"/>		
HUMX 1200	The American Experience in the Arts	HUMANITIES			<input checked="" type="checkbox"/>		
HUMX 1300	Human Issues: Choice in a Contemporary Society	HUMANITIES			<input checked="" type="checkbox"/>		
HUMX 1400	Reflections of Evil in the Humanities	HUMANITIES			<input checked="" type="checkbox"/>		
HUMX 2900	Special Topics in the Humanities	HUMANITIES			<input checked="" type="checkbox"/>		
IDST 1200	Leadership Development	INTERDISCIPLINARY STUDIES			<input checked="" type="checkbox"/>		
IDST 1200	Introduction to Women's Studies	INTERDISCIPLINARY STUDIES			<input checked="" type="checkbox"/>		
IDST 2400	Culture and Civilization of the Spanish Speaking World	INTERDISCIPLINARY STUDIES			<input checked="" type="checkbox"/>		
INFL 1100	Information Skills for the Information Age	INFORMATION LITERACY			<input checked="" type="checkbox"/>		
ITAL 1001	Elementary Italian I	ITALIAN			<input checked="" type="checkbox"/>		
ITAL 1002	Elementary Italian II	ITALIAN			<input checked="" type="checkbox"/>		
ITAL 2001	Intermediate Italian I: Conversation and Grammar	ITALIAN			<input checked="" type="checkbox"/>		

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ITAL 2002	Intermediate Italian II: Culture and Civilization	ITALIAN			<input checked="" type="checkbox"/>		
ITCS 1010	Programming Logic	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 1105	Web Programming I	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 1122	Flash ActionScript	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 1820	Visual Basic.NET Programming I	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 1840	Visual C#.NET Programming I	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2010	Systems Analysis	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2012	Discrete Structure	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2080	Fundamentals of Software Engineering	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2105	Web Programming II	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2120	JavaScript Programming I	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2150	PHP Programming I	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2170	Introduction to ASP.NET	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2190	Internet Specialist Capstone	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2810	Visual Basic.NET Programming II	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2820	Java Programming II	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2840	Visual C#.NET Programming II	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2870	Data Structures	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2875	Computer Architecture and Organization	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2890	PC Enterprise Programming Capstone	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITCS 2900	Special Topics in Information Technology/Computer Science	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITDB 1400	Introduction to Oracle SQL	INFORMATION TECHNOLOGY AND COMPUTER SCIENCE			<input checked="" type="checkbox"/>		
ITDB 1405	Oracle PS/SQL Programming	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITDB 1406	Microsoft SQL Concepts	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITDB 1425	Oracle Database Administration I	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITDB 1426	Microsoft SQL Server Implementation	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITDB 1430	Microsoft Access Relational Database	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITDB 2425	Oracle Database Administration II	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITDB 2426	Microsoft SQL Server Maintenance	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		

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ITIS 0800	Computer Skill Development	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1000	Introduction to Personal Computers	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1005	Computer and Information Processing	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1006	Soft Skills in the Information Technology Workplace	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1008	Ethics in Information Technology	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1012	Applied Computer Mathematics	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1025	Managing and Optimizing Personal Computers	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1100	Internet Services, Tools and Web Page Creation	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1108	Using an HTML Editor	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1115	Internet Technologies and Concepts	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1120	Introduction to Flash	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1355	Security+ and Security Essentials	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1360	Introduction to Computer Forensics and Investigations	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1510	Using Windows Applications: Word Processing	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1520	Using Windows Applications: Spreadsheets	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1530	Using Windows Applications: Database	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2100	Using Web-Based Collaboration Services	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2350	Management of Information Security	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2365	Network and Security Design	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2501	Technical Communications Applications	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2510	Help Desk Concepts and Management	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2590	User Support Specialist Capstone	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1030	Security Awareness	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1130	Introduction to Web Design	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 1540	Using Windows Applications: Presentation Graphics	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2015	Information Technology Project Management	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2355	Security Investigation and Penetration Studies	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITIS 2360	Computer Forensics Services, Tools, and Investigation	INFORMATION TECHNOLOGY - DATABASE			<input checked="" type="checkbox"/>		
ITON 1011	Comparative Analysis of Microcomputer Operating Systems	OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
ITON 1020	Using Microsoft Windows	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1030	Using Microsoft Windows Vista	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1040	Using Virtualization	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1050	Using Microsoft Windows 7	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1205	Network+ and Networking Essentials	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1610	Wireless Communications and Networking	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1620	Voice Communications and Networking	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1710	Introduction to the Maintenance z/OS Basics	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1725	Introduction to the Linux/Unix Operating System	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1730	Implementation and Administering Linux	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1740	Red Hat Linux Computing Essentials	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 1750	Red Hat Linux Core System Administration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2020	Supporting Microsoft Windows	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2030	Windows Vista Configuration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2031	Support and Troubleshoot Applications on Vista	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2050	Windows 7 Configuration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2051	Windows 7 Enterprise Support Technician	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2212	Managing and Maintaining MS Windows 2003 Server	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2230	Microsoft Exchange Server Implementation and Administration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2231	Configuring Microsoft Office Communications Server	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2232	Configuring Microsoft Office SharePoint Server	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2234	Windows Server 2008 Network Infrastructure Configuration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2236	Windows Server 2008 Active Directory Configuration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2237	Windows Server 2008 Applications Infrastructure Configuration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2238	Windows Server 2008 Server Administration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2239	Windows Server 2008 Enterprise Administrator	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2295	Operating System and Network Capstone	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2750	Shell Script Programming	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2760	Linux/Unix Security	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		

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ITON 2770	Red Hat Network Applications Administration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
ITON 2780	Red Hat Server Security Administration	INFORMATION TECHNOLOGY - OPERATING SYSTEM/NETWORKING			<input checked="" type="checkbox"/>		
JRNL 1000	Introduction to Mass Media	JOURNALISM			<input checked="" type="checkbox"/>		
JRNL 1100	News Writing and Reporting I	JOURNALISM			<input checked="" type="checkbox"/>		
JRNL 1200	Publication Writing, Editing and Design	JOURNALISM			<input checked="" type="checkbox"/>		
JRNL 1300	News Writing and Reporting II	JOURNALISM			<input checked="" type="checkbox"/>		
JRNL 1500	Newspaper Staff Practice	JOURNALISM			<input checked="" type="checkbox"/>		
MATH 0745	Essential Skills for Algebra	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 0850	Beginning Algebra	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 0890	Pre-Technical Mathematics	ENGINEERING MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 0950	Intermediate Algebra	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1001	Introduction to Technical Mathematics	ENGINEERING MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1040	Applied Business Mathematics	BUSINESS MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1050	Mathematics of Finance	BUSINESS MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1101	Technical Mathematics I	ENGINEERING MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1201	Technical Mathematics II	ENGINEERING MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1550	Statistics	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1600	Survey of College Mathematics	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1650	College Algebra	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1700	Trigonometry	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 1890	Finite Mathematics	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2130	Business Statistics I	BUSINESS MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2135	Business Statistics II	BUSINESS MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2350	Applied Calculus I	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2450	Applied Calculus II	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2500	Calculus and Analytical Geometry I	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2600	Calculus and Analytical Geometry II	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2700	Calculus and Analytical Geometry III	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2800	Linear Algebra	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2850	Differential Equations	MATHEMATICS			<input checked="" type="checkbox"/>		
MATH 2900	Special Topics in Mathematics	MATHEMATICS			<input checked="" type="checkbox"/>		
MDAS 1110	Introduction to Medical Assisting	MEDICAL ASSISTING			<input checked="" type="checkbox"/>		
MDAS 1150	Medical Office Insurance and Reimbursements	MEDICAL ASSISTING			<input checked="" type="checkbox"/>		
MDAS 1225	Clinical Medical Assisting	MEDICAL ASSISTING			<input checked="" type="checkbox"/>		
MDAS 1250	Medical Office Surgical Procedures	MEDICAL ASSISTING			<input checked="" type="checkbox"/>		
MDAS 1300	Physician Office Laboratory	MEDICAL ASSISTING			<input checked="" type="checkbox"/>		
MDAS 1700	Medical Assisting Practicum	MEDICAL ASSISTING			<input checked="" type="checkbox"/>		
MDAS 1800	Medical Assisting Seminar	MEDICAL ASSISTING			<input checked="" type="checkbox"/>		
MDIA 1003	Introduction to the Multimedia Computer	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1003	Interactive Entertainment IV: Advanced Game Design and Production	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1010	The Business and History of Broadcast and Interactive Media	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1045	Writing for Broadcast and Interactive Media	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1060	Vocalization and Diction for Broadcast Media	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1080	Staff Practice I	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1200	Video I: Introduction to Video Production and Broadcast	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1205	Video II: Action Videography and Video Techniques	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1300	Radio I: Introduction to Radio Production and Broadcast	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1305	Radio II: Advanced Radio Techniques	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1320	Live Radio Performance and Engineering	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1400	Audio I: Introduction to Audio Production and Recording	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1405	Audio II: Recording and Studio Techniques	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1420	Basics of Sound Reinforcement	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1500	Interactive Media I: Introduction to Interactive Production	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1505	Interactive Media II: Interactive Production Technology	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1540	Interactive Media Design Theory	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1600	Animation I: Introduction to Two and Three-Dimensional Animation	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		

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MDIA 1605	Animation II: Two Dimensional Animation and Cartooning	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1640	Cartoon Animation Drawing	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1700	Interactive Entertainment I: Intro to Entertainment Production	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1705	Interactive Entertainment II: Interactive Game Design Techniq	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 1740	Interactive Entertainment Design Theory	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2080	Staff Practice II	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2200	Video III: Electronic News Gathering	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2205	Video IV: Independent Commercial Video Production	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2260	Video Compositing and Special Effects	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2265	Sports Reporting, Commentary and Videography	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2300	Radio III: Electronic New Gathering	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2305	Radio IV: Commercial Radio Production	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2340	Radio Business Techniques	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2400	Audio III: Sound Shaping and Advanced Production	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2405	Audio IV: Advanced Recording and Editing	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2420	Foley Sound Design and Recording	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2500	Interactive Media III: Multiple Media Integration	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2505	Interactive Media IV: Advanced Interactive Presentation	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2560	Interactive Educational Design	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2600	Animation III: Three Dimensional Animation	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2605	Animation IV: Advanced Animation	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2660	Virtual Set and World Design	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDIA 2700	Interactive Entertainment III: Applied Game Logic	MEDIA TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2150	Hematology and Coagulation	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2151	Blood Collection Techniques	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2152	Urinalysis	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2153	Body Fluid Analysis	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2250	Clinical Immunology	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2350	Immunohematology	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2550	Clinical Chemistry	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2650	Clinical Microbiology	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 2750	Clinical Directed Practicum	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MDLT 28500	Medical Laboratory Technology Seminar	MEDICAL LABORATORY TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 1000	Introduction to Technology	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 1050	Contemporary Technology	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 1150	Technical Communications	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 1600	Geometric Dimensioning and Tolerancing	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 2110	Engineering Mechanics I	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 2210	Engineering Mechanics II	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 2230	Strength of Materials	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		

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MECT 2250	Mechanism Design	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 2370	Materials Technology	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 2420	Heat Transfer	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 2500	Electromechanics	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MECT 2600	Design of Machine Elements	MECHANICAL ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
MSTH 1100	Massage Therapy I: Introduction to Massage Therapy	MASSAGE THERAPY			<input checked="" type="checkbox"/>		
MSTH 1200	Massage Therapy II: Theory and Practice	MASSAGE THERAPY			<input checked="" type="checkbox"/>		
MSTH 1300	Massage Therapy III: General Massage Clinical Lab	MASSAGE THERAPY			<input checked="" type="checkbox"/>		
MSTH 1350	Functional Assessment and Kinesiology	MASSAGE THERAPY			<input checked="" type="checkbox"/>		
MSTH 1500	Business Practice in Massage Therapy	MASSAGE THERAPY			<input checked="" type="checkbox"/>		
MSTH 1600	Specialized Clinical Practice	MASSAGE THERAPY			<input checked="" type="checkbox"/>		
MSTH 1700	Massage Therapy Seminar	MASSAGE THERAPY			<input checked="" type="checkbox"/>		
MUSC 1000	Group Voice	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1050	Group Piano I	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1100	Group Piano II	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1200	Music Appreciation	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1210	World Music	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1250	Applied Music	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1251	Applied Music-Voice	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1252	Applied Music - Piano	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1253	Applied Music - Popular Jazz Piano	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1254	Applied Music - Organ	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1255	Applied Music - Flute	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1256	Applied Music - Oboe	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1257	Applied Music - Clarinet or Saxophone	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1258	Applied Music - Bassoon	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1259	Applied Music - French Horn	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1260	Applied Music - Trumpet	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1261	Applied Music - Trombone	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1262	Applied Music - Tuba	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1263	Applied Music - Percussion	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1264	Applied Music - Violin	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1265	Applied Music - Viola	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1266	Applied Music - Cello	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1267	Applied Music - String Bass	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1268	Applied Music - Guitar	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1269	Applied Music - Harp	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1400	Survival in the Music Industry	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1410	Creating and Marketing a Song	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1500	Music Fundamentals	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1600	Theory I	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1700	Theory II	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1800	Popular Music: Rock, Jazz, Country, Folk, Soul	MUSIC			<input checked="" type="checkbox"/>		
MUSC 1850	Jazz Improvisation	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2100	Music in the Classroom	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2200	Music History and Literature I	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2250	Music History and Literature II	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2400	Theory III	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2500	Theory IV	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2650	Electronic Music I	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2660	Electronic Music II	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2750	Lakeland Civic Chorus	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2850	Lakeland Civic Orchestra	MUSIC			<input checked="" type="checkbox"/>		

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MUSC 2890	Lakeland Civic Band	MUSIC			<input checked="" type="checkbox"/>		
MUSC 2895	Lakeland Jazz Orchestra	MUSIC			<input checked="" type="checkbox"/>		
NUET 1100	Radiation Detection and Protection	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
NUET 1300	Power Plant Components	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
NUET 2000	Reactor Plant Materials	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
NUET 2050	Nuclear Field Experience	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
NUET 2250	Reactor Theory, Safety and Design	NUCLEAR ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
NURS 0900	Basic Math Concepts and Drug Dosage Calculations	NURSING			<input checked="" type="checkbox"/>		
NURS 1010	Introduction to the Caring Role of the Nurse	NURSING			<input checked="" type="checkbox"/>		
NURS 1050	Caring Nurse's Role Related to Basic Pharmacology and Drug	NURSING			<input checked="" type="checkbox"/>		
NURS 1080	The Caring Role of the Nurse with Adults - Level I	NURSING			<input checked="" type="checkbox"/>		
NURS 1245	The Caring Role of the Nurse with Adults - Level II	NURSING			<input checked="" type="checkbox"/>		
NURS 1300	The Caring Role of the Nurse at the End of Life	NURSING			<input checked="" type="checkbox"/>		
NURS 1550	Access to Registered Nursing	NURSING			<input checked="" type="checkbox"/>		
NURS 1600	Transition to the Caring Role of the Nurse with Adults - Level	NURSING			<input checked="" type="checkbox"/>		
NURS 2200	The Caring Role of the Nurse with Childbearing Families	NURSING			<input checked="" type="checkbox"/>		
NURS 2250	The Caring Role of the Nurse with Children and Families	NURSING			<input checked="" type="checkbox"/>		
NURS 2350	The Caring Role of the Nurse with Adults - Level III	NURSING			<input checked="" type="checkbox"/>		
NURS 2450	Caring for Clients Experiencing Mental Health Alterations	NURSING			<input checked="" type="checkbox"/>		
NURS 2500	The Caring Role of the Nurse in the Community	NURSING			<input checked="" type="checkbox"/>		
NURS 2550	Clinical Practicum	NURSING			<input checked="" type="checkbox"/>		
NURS 2555	The Caring Role in Managing Nursing Care	NURSING			<input checked="" type="checkbox"/>		
NURS 2750	Introduction to Preoperative Nursing	NURSING			<input checked="" type="checkbox"/>		
NURS 2752	Registered Nurse First Assistant in Surgery	NURSING			<input checked="" type="checkbox"/>		
PARK 1100	Introduction to Parks and Recreation Management	PARKS AND RECREATION MANAGEMENT			<input checked="" type="checkbox"/>		
PARK 1200	Recreational Program Planning and Development	PARKS AND RECREATION MANAGEMENT			<input checked="" type="checkbox"/>		
PARK 2100	Parks and Recreational Facilities Management	PARKS AND RECREATION MANAGEMENT			<input checked="" type="checkbox"/>		
PARK 2500	Parks and Recreational Facilities Management Internship/Seminar				<input checked="" type="checkbox"/>		
PARL 1100	Introduction to Paralegal Studies	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 1200	Introduction to Legal Research and Writing	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 1250	Advanced Legal Research and Writing	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 1400	Business Issues in the Law	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 1500	Civil Law and Practice	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2000	Real Estate Law and Practice	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2100	Probate Law and Practice	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2199	Business Law I (Contract Law)	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2200	Employment Law and the Administrative Process	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2250	Alternate Dispute Resolution	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2350	Legal Issues in Cyberspace	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2450	Investigative Fact-Finding	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2500	Criminal Law and Procedure	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2550	Litigation Management	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2650	Family Law	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2695	Legal Workplace Success Strategies	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2700	Legal Internship/Seminar I	PARALEGAL			<input checked="" type="checkbox"/>		
PARL 2750	Legal Internship/Seminar II	PARALEGAL			<input checked="" type="checkbox"/>		
PEHR 1100	Individual Sports	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1101	Aerobic Conditioning	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1102	Aikido I	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1103	Aikido II	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
PEHR 1104	Archery	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1105	Badminton	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1106	Basketball	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1107	Bowling	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1108	Dance-Ballet	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1109	Dance - Jazz	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1110	Dance - Modern	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1111	Golf	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1112	Karate I	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1113	Karate II	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1114	Personal Self Defense	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1115	Racquetball	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1116	Softball	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1117	Tennis	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1118	Volleyball	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1119	Fitness Walking/Jogging	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1120	Volleyball/Wallyball	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1121	Weight Training and Fitness Conditioning	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1122	Cardio Kickboxing	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1200	Sport Appreciation	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1250	First Aid	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1500	Health and Wellness	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1600	Exercise Physiology I	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1650	Health Fitness	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1660	Diet and Weight Management Strategies for Sport and Fitness	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1670	Instructional Techniques: Strength and Cardio Fitness Training	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1750	Personal Health	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 1800	Recreational Program Planning and Development	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 2500	Athletic Training	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 2550	Athletic Training Practical Methods	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 2750	Personal Trainer Internship/Seminar	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PEHR 2800	Methods of Teaching Elementary School Physical Education	PHYSICAL EDUCATION			<input checked="" type="checkbox"/>		
PHIL 1300	Thinking Critically	PHILOSOPHY			<input checked="" type="checkbox"/>		
PHIL 1500	Introduction to Philosophy	PHILOSOPHY			<input checked="" type="checkbox"/>		
PHIL 2000	Comparative Religion	PHILOSOPHY			<input checked="" type="checkbox"/>		
PHIL 2600	Logic	PHILOSOPHY			<input checked="" type="checkbox"/>		
PHIL 2700	Ethics	PHILOSOPHY			<input checked="" type="checkbox"/>		
PHIL 2800	Philosophy of Art	PHILOSOPHY			<input checked="" type="checkbox"/>		
PHIL 2900	Special Topics in Philosophy	PHILOSOPHY			<input checked="" type="checkbox"/>		
PHOT 1000	History of Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1100	Basic Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1105	Basic Photography - Digital	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1200	Intermediate Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1300	The Photo Story	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1400	Commercial Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1450	The Business of Wedding and Portrait Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1500	Portrait Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1600	Individual Projects in Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1700	Color Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 1800	Technical Skills in Photography: Zone System	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2000	Business Practices in Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2100	Forensic Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2150	Advanced Portraiture	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2151	Wedding and School Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2200	Surveillance Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2300	Electronic Imaging I	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2350	Electronic Imaging II	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2400	Medical Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		

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Appendix A - Course Rating List

Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
PHOT 2500	Biological Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2600	Panoramic Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHOT 2900	Special Topics in Photography	PHOTOGRAPHY			<input checked="" type="checkbox"/>		
PHYS 1100	Applied Physics I	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 1200	Applied Physics II	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 1440	Physics for Allied Health	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 1500	Astronomy	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 1550	Everyday Physics	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 1610	General Physics I	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 1620	General Physics II	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 2100	Applied Physics III	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 2410	Science and Engineering Physics I	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 2420	Science and Engineering Physics II	PHYSICS			<input checked="" type="checkbox"/>		
PHYS 2900	Special Topics in Physics	PHYSICS			<input checked="" type="checkbox"/>		
POLS 1300	US National Government	POLITICAL SCIENCE			<input checked="" type="checkbox"/>		
POLS 2100	State and Local Government	POLITICAL SCIENCE			<input checked="" type="checkbox"/>		
POLS 2200	Introduction to International Relations	POLITICAL SCIENCE			<input checked="" type="checkbox"/>		
POLS 2300	Introduction to Comparative Politics	POLITICAL SCIENCE			<input checked="" type="checkbox"/>		
POLS 2400	Women and Politics	POLITICAL SCIENCE			<input checked="" type="checkbox"/>		
POLS 2900	Special Topics in Political Science	POLITICAL SCIENCE			<input checked="" type="checkbox"/>		
PSCI 1100	Conceptual Physical Science	PHYSICAL SCIENCE			<input checked="" type="checkbox"/>		
PSCI 1400	Introduction to Meteorology	PHYSICAL SCIENCE			<input checked="" type="checkbox"/>		
PSCI 1500	Introduction to Ocean Studies	PHYSICAL SCIENCE			<input checked="" type="checkbox"/>		
PSYC 1050	Psychology of Effective Studying	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 1400	Human Sexuality	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 1700	Psychology of Gender	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 1800	Stress and Health	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2100	Lifespan Development for Nursing	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2200	Educational Psychology	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2300	Personality Theory	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2350	Behavior Modification	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2400	Child Psychology	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2500	Adolescent Psychology	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2600	Adult Development and Aging	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2700	Introduction to Psychopathology	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2750	Psychopathology of Childhood	PSYCHOLOGY			<input checked="" type="checkbox"/>		
PSYC 2900	Special Topics in Psychology	PSYCHOLOGY			<input checked="" type="checkbox"/>		
QENT 1200	Quality Concepts and Techniques	QUALITY ENGINEERING TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 1100	Introduction to Radiologic Technology	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 1150	Principles of Imaging I	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 1210	Radiologic Procedures I	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 1220	Radiologic Procedures II	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 1310	Patient Care and Clinical Experience I	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 1320	Clinical Experience II	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2050	Seminar I	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2100	Special Imaging Modalities	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2150	Radiation Physics	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2200	Principles of Imaging II	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2280	Radiographic Pathology	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2310	Clinical Experience III	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2320	Clinical Experience IV	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2330	Clinical Experience V	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2340	Clinical Experience VI	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2410	Radiation Protection and Biology	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2450	Seminar II	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2500	Mammography for Radiologic Technologists	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2600	Introduction to Computed Tomography and Magnetic Resonance	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		

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Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
RADT 2620	Sectional Anatomy and Pathophysiology I	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2640	Sectional Anatomy and Pathophysiology II	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2710	CT Physics and Imaging	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2720	CT Clinical Experience	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2810	MRI Physics and Imaging	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RADT 2820	MRI Clinical Experience	RADIOLOGIC TECHNOLOGY			<input checked="" type="checkbox"/>		
RESP 1100	Fundamentals of Respiratory Therapy	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 1200	Cardiopulmonary Physiology	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 1300	Cardiopulmonary Therapeutics	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 1400	Pharmacology	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 1500	Cardiopulmonary Pathology	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 1600	Advanced Diagnostics	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 1800	Introduction to Pediatric Respiratory Therapy	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 2100	Mechanical Ventilation	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 2200	Hemodynamic and Electrocardiography	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 2300	Long Term Care and Rehabilitation	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 2400	Advanced Therapeutics	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
RESP 2900	Special Topics in Respiratory Care	RESPIRATORY THERAPY			<input checked="" type="checkbox"/>		
REST 1200	Real Estate Finance	REAL ESTATE			<input checked="" type="checkbox"/>		
REST 1300	Real Estate Law	REAL ESTATE			<input checked="" type="checkbox"/>		
REST 1400	Real Estate Appraisal	REAL ESTATE			<input checked="" type="checkbox"/>		
SLOV 1001	Elementary Slovenian I	SLOVENIAN			<input checked="" type="checkbox"/>		
SLOV 1002	Elementary Slovenian II	SLOVENIAN			<input checked="" type="checkbox"/>		
SOCY 1170	Sociology of the Family	SOCIOLOGY			<input checked="" type="checkbox"/>		
SOCY 1190	Chemical Dependency and Society	SOCIOLOGY			<input checked="" type="checkbox"/>		
SOCY 2000	Ethnic Minorities in the US	SOCIOLOGY			<input checked="" type="checkbox"/>		
SOCY 2250	Introduction to Social Work	SOCIOLOGY			<input checked="" type="checkbox"/>		
SOCY 2900	Special Topics in Sociology	SOCIOLOGY			<input checked="" type="checkbox"/>		
SOCY 2901	Special Topics in Sociology: Amish Culture and Society	SOCIOLOGY			<input checked="" type="checkbox"/>		
SPAN 1001	Elementary Spanish I	SPANISH			<input checked="" type="checkbox"/>		
SPAN 1002	Elementary Spanish II	SPANISH			<input checked="" type="checkbox"/>		
SPAN 2001	Intermediate Spanish I: Conversation and Grammar	SPANISH			<input checked="" type="checkbox"/>		
SPAN 2002	Intermediate Spanish II: Culture and Civilization	SPANISH			<input checked="" type="checkbox"/>		
SPAN 2003	Spanish Composition and Grammar	SPANISH			<input checked="" type="checkbox"/>		
SPCH 1000	Effective Public Speaking	SPEECH			<input checked="" type="checkbox"/>		
SPCH 1100	Effective Interpersonal Communications	SPEECH			<input checked="" type="checkbox"/>		
SPCH 1150	Fundamentals in Interpersonal Communication	SPEECH			<input checked="" type="checkbox"/>		
SPCH 2000	Advanced Public Speaking	SPEECH			<input checked="" type="checkbox"/>		
SPCH 2100	Advanced Interpersonal Communication	SPEECH			<input checked="" type="checkbox"/>		
SPCH 2300	Small Group Communication	SPEECH			<input checked="" type="checkbox"/>		
SURG 1100	Surgical Technology I	SURGICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
SURG 1300	Surgical Technology II	SURGICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
SURG 1500	Surgical Pharmacology	SURGICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
SURG 2100	Surgical Technology III	SURGICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
SURG 2300	Surgical Technology IV	SURGICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
SURG 2500	Surgical Technology V	SURGICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
SURG 2600	Surgical Technology Seminar	SURGICAL TECHNOLOGY			<input checked="" type="checkbox"/>		
THEA 1050	Intro	THEATRE			<input checked="" type="checkbox"/>		
THEA 1200	Acting I	THEATRE			<input checked="" type="checkbox"/>		
THEA 1300	Script Analysis	THEATRE			<input checked="" type="checkbox"/>		
THEA 1800	Introduction to Stagecraft: Set Construction	THEATRE			<input checked="" type="checkbox"/>		
THEA 1850	Introduction to Stagecraft: Lighting and Sound	THEATRE			<input checked="" type="checkbox"/>		
THEA 2200	Civic Theatre	THEATRE			<input checked="" type="checkbox"/>		
THEA 2800	Theatre and Performing Arts Co-Op Experience	THEATRE			<input checked="" type="checkbox"/>		
TOUR 1100	Introduction to Tourism	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 1400	American and European Travel	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 1460	International Travel	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 1480	Cruise Travel	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		

Lakeland Community College
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Appendix A - Course Rating List

Course Number	Description	Department/Area of Study	Sustainability Related	Sustainability Focused	Sustainability Not Incorporated	Faculty Labeled Sustainability-Related	Faculty Labeled Sustainability-Focused
TOUR 1500	Transportation and Ticketing	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 1800	Hotel/Motel Management	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 2200	Travel Agency Operations and Marketing	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 2250	Principles of Food and Beverage Management	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 2260	Hospitality Cost Control and Loss Prevention	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 2300	Room Operation Management and Computer Reservations	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 2600	Computer Reservations	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 2700	Group Travel and Meeting Planning	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
TOUR 2800	Directed Participation	TRAVEL AND TOURISM			<input checked="" type="checkbox"/>		
URST 2000	Introduction to Urban Studies	URBAN STUDIES			<input checked="" type="checkbox"/>		
URST 2100	Contemporary Urban Issues	URBAN STUDIES			<input checked="" type="checkbox"/>		
WOOD 1100	Wood Shop Safety and Equipment Maintenance	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 1200	Wood Manufacturing with Hand Tools	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 1300	Millwork and Cabinet Construction I	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 1400	Solid Modeling and CNC Parts I	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 1500	Basic AutoCAD for Microvellum	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 1600	Finishing of Wood	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 1700	Glues, Adhesives and Abrasions for Wood	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 2100	Wood Turning Technology	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 2200	Design of Wood Material	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 2300	Millwork and Cabinet Construction II	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 2400	Solid Modeling and CNC Parts II	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 2500	Veneering and Overlays	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		
WOOD 2600	Carving	WOODWORKING TECHNOLOGY			<input checked="" type="checkbox"/>		

Appendix B – Faculty Survey Results

Default Report

Displaying 1 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

76.190.131.67

Response Started:

Wednesday, November 17, 2010 10:37:13 AM

Response Modified:

Wednesday, November 17, 2010 10:41:29 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 2 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

173.88.216.251

Response Started:

Wednesday, November 17, 2010 10:47:12 AM

Response Modified:

Wednesday, November 17, 2010 10:49:13 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 3 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Wednesday, November 17, 2010 10:47:37 AM

Response Modified:

Wednesday, November 17, 2010 10:58:43 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Readings on sustainability topics/nature

By personal example (going paperless, saving paper etc)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 4 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Wednesday, November 17, 2010 10:58:33 AM

Response Modified:

Wednesday, November 17, 2010 11:01:54 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 5 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

184.56.224.47

Response Started:

Wednesday, November 17, 2010 11:01:08 AM

Response Modified:

Wednesday, November 17, 2010 11:02:29 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 6 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Wednesday, November 17, 2010 11:09:18 AM

Response Modified:

Wednesday, November 17, 2010 11:12:30 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, I think it is important and plan to integrate it broadly

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 7 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Wednesday, November 17, 2010 11:18:04 AM

Response Modified:

Wednesday, November 17, 2010 11:22:54 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

By personal example (going paperless, saving paper etc)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 8 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Wednesday, November 17, 2010 11:23:38 AM

Response Modified:

Wednesday, November 17, 2010 11:28:47 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

Yes, within the past 3 years

NUET 1000, NUET 1200, NUET 2300, NUET 2400

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Yes, currently

Yes, within the past 3 years

NUET 1000, NUET 1200, NUET 2300, NUET 2400

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Required projects or assignments

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

I already implement sustainability

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus

Default Report

Displaying 9 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Wednesday, November 17, 2010 11:31:04 AM

Response Modified:

Wednesday, November 17, 2010 11:32:01 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No Response

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 10 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Wednesday, November 17, 2010 11:30:25 AM

Response Modified:

Wednesday, November 17, 2010 11:34:13 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, I have no interest in sustainability

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 11 of 47 respondents

Response Type: Normal Response	Collector: Lakeland Faculty Sustainability Survey (Web Link)
Custom Value: empty	IP Address: 208.68.193.10
Response Started: Wednesday, November 17, 2010 11:33:08 AM	Response Modified: Wednesday, November 17, 2010 11:35:12 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No, but I am interested in teaching sustainability-related classes in the future

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

No, but I am interested in teaching sustainability-focused classes in the future

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

Only if professional development opportunities in sustainability are offered to me

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Default Report

Displaying 12 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Wednesday, November 17, 2010 11:41:00 AM

Response Modified:

Wednesday, November 17, 2010 11:44:00 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No, but I am interested in teaching sustainability-related classes in the future

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

No, but I am interested in teaching sustainability-focused classes in the future

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

No, I have no interest in sustainability

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 13 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Wednesday, November 17, 2010 11:58:00 AM

Response Modified:

Wednesday, November 17, 2010 11:59:54 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 14 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Wednesday, November 17, 2010 12:16:20 PM

Response Modified:

Wednesday, November 17, 2010 12:19:16 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

By personal example (going paperless, saving paper etc)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 15 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

174.131.167.131

Response Started:

Wednesday, November 17, 2010 1:11:56 PM

Response Modified:

Wednesday, November 17, 2010 1:14:32 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Yes, currently

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Through research

Required projects or assignments

By personal example (going paperless, saving paper etc)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, I think it is important and plan to integrate it broadly

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 16 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Wednesday, November 17, 2010 1:21:27 PM

Response Modified:

Wednesday, November 17, 2010 1:27:01 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

Only if professional development opportunities in sustainability are offered to me

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 17 of 47 respondents

Response Type: Normal Response	Collector: Lakeland Faculty Sustainability Survey (Web Link)
Custom Value: empty	IP Address: 208.68.193.3
Response Started: Wednesday, November 17, 2010 1:32:36 PM	Response Modified: Wednesday, November 17, 2010 1:35:42 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Readings on sustainability topics/nature

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

Only if professional development opportunities in sustainability are offered to me

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 18 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

76.189.192.54

Response Started:

Wednesday, November 17, 2010 2:15:38 PM

Response Modified:

Wednesday, November 17, 2010 2:20:25 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 19 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

99.13.40.180

Response Started:

Wednesday, November 17, 2010 3:56:44 PM

Response Modified:

Wednesday, November 17, 2010 3:58:53 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

No, I have no interest in sustainability

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 20 of 47 respondents

Response Type:
Normal Response**Collector:**
Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**
*empty***IP Address:**
173.88.193.161**Response Started:**
Thursday, November 18, 2010 4:33:50 AM**Response Modified:**
Thursday, November 18, 2010 4:35:26 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No, but I am interested in teaching sustainability-related classes in the future

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 21 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Thursday, November 18, 2010 5:36:49 AM

Response Modified:

Thursday, November 18, 2010 5:44:08 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

Sustainability is incorporated in Intro psych (psyc1500) and social psych (psyc2800) within such topics as aggression, attitudes, and social dilemmas

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Required projects or assignments

By personal example (going paperless, saving paper etc)

By providing information on co-curricular or community activities

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 22 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Thursday, November 18, 2010 6:00:55 AM

Response Modified:

Thursday, November 18, 2010 6:10:54 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

ACCT 1100 Intro. to Fin. Acctg.; ACCT 1200 Intro. to Managerial Acctg.; ACCT 2390 Tax Accounting; ACCT 2120 Auditing Theory & Practice; ACCT 1270 Fin Analysis Using Spreadsheets; ACCT 2100 Intermediate Accounting I; FINN 1100 Personal & Family Finance; FINN 1500 Applied Finance

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Yes, currently

ACCT 2120 Auditing Theory & Practice

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Required projects or assignments

By personal example (going paperless, saving paper etc)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 23 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Thursday, November 18, 2010 6:09:27 AM

Response Modified:

Thursday, November 18, 2010 6:38:33 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

Yes, within the past 3 years

SOCY 1150 (Principles of Sociology) SOCY 1180 (Social Problems) SOCY --(Sociology of Aging)

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

No, but I am interested in teaching sustainability-focused classes in the future

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Readings on sustainability topics/nature

By personal example (going paperless, saving paper etc)

By providing information on co-curricular or community activities

Other (please specify) - Lectures, documentaries, current news articles.

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No Response

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

I already implement sustainability

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus

Default Report

Displaying 24 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

192.5.109.49

Response Started:

Thursday, November 18, 2010 7:30:41 AM

Response Modified:

Thursday, November 18, 2010 7:34:49 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No, but I am interested in teaching sustainability-related classes in the future

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

No, but I am interested in teaching sustainability-focused classes in the future

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

I have a strong background in alternative energy forms and recycling of materials. Also, product design to minimize material usage and incorporate recyclable materials.

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, I think it is important and plan to integrate it broadly

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus

Default Report

Displaying 25 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Thursday, November 18, 2010 7:41:18 AM

Response Modified:

Thursday, November 18, 2010 7:43:24 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus

Default Report

Displaying 26 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Thursday, November 18, 2010 8:36:17 AM

Response Modified:

Thursday, November 18, 2010 8:38:33 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No, but I am interested in teaching sustainability-related classes in the future

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, I think it is important and plan to integrate it broadly

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Default Report

Displaying 27 of 47 respondents

Response Type: Normal Response	Collector: Lakeland Faculty Sustainability Survey (Web Link)
Custom Value: empty	IP Address: 208.68.193.10
Response Started: Thursday, November 18, 2010 11:05:25 AM	Response Modified: Thursday, November 18, 2010 11:06:53 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 28 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Thursday, November 18, 2010 11:12:07 AM

Response Modified:

Thursday, November 18, 2010 11:18:22 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No, but I am interested in teaching sustainability-related classes in the future

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

No, but I am interested in teaching sustainability-focused classes in the future

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus

Default Report

Displaying 29 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

99.147.62.35

Response Started:

Thursday, November 18, 2010 1:35:47 PM

Response Modified:

Thursday, November 18, 2010 1:37:43 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 30 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Thursday, November 18, 2010 1:39:09 PM

Response Modified:

Thursday, November 18, 2010 1:42:33 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Other (please specify) - Video - (Affluenza)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

Yes, but it doesn't relate very directly to the course material in my discipline.

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

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Response Type: Normal Response	Collector: Lakeland Faculty Sustainability Survey (Web Link)
Custom Value: empty	IP Address: 76.189.184.16
Response Started: Thursday, November 18, 2010 5:03:52 PM	Response Modified: Thursday, November 18, 2010 5:07:13 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 32 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

69.212.159.181

Response Started:

Thursday, November 18, 2010 8:39:17 PM

Response Modified:

Thursday, November 18, 2010 8:41:28 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 33 of 47 respondents

Response Type: Normal Response	Collector: Lakeland Faculty Sustainability Survey (Web Link)
Custom Value: empty	IP Address: 76.241.131.102
Response Started: Friday, November 19, 2010 4:51:17 AM	Response Modified: Friday, November 19, 2010 4:53:25 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, I think it is important and plan to integrate it broadly

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 34 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Friday, November 19, 2010 1:29:30 PM

Response Modified:

Friday, November 19, 2010 1:32:09 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

Not applicabl in the courses I teach. We are focused on a specific health care career. This would be more applicable to a biology or general education class.

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 35 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

76.188.8.3

Response Started:

Saturday, November 20, 2010 6:33:34 AM

Response Modified:

Saturday, November 20, 2010 6:35:08 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

No Response

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 36 of 47 respondents

Response Type: Normal Response	Collector: Lakeland Faculty Sustainability Survey (Web Link)
Custom Value: empty	IP Address: 66.61.44.229
Response Started: Saturday, November 20, 2010 7:38:34 AM	Response Modified: Saturday, November 20, 2010 7:41:55 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

ECED 1130, ECED 1650, EDUC 2031, ECED1530, ECED2220, ECED2110

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Readings on sustainability topics/nature

Through research

Required projects or assignments

By personal example (going paperless, saving paper etc)

Inviting guest speakers

Through service learning or study abroad components

By providing information on co-curricular or community activities

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

Yes, our immersive program concentrates on sustainability, including social, economic and environmental dimensions.

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, I think it is important and plan to integrate it broadly

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 37 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

76.189.229.94

Response Started:

Sunday, November 21, 2010 6:45:41 AM

Response Modified:

Sunday, November 21, 2010 6:47:49 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

Displaying 38 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Monday, November 22, 2010 3:40:32 AM

Response Modified:

Monday, November 22, 2010 3:42:36 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No Response

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

No Response

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 39 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Monday, November 22, 2010 9:23:59 AM

Response Modified:

Monday, November 22, 2010 9:48:08 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

HLTH 1500 NURS 2150

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Yes, currently

HLTH 1500 NURS 2150

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Required projects or assignments

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

I believe that I do based on specific issues that are presented in my ethics text and in clinical criteria for my nursing course.

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

I already implement sustainability

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 40 of 47 respondents

Response Type:
Normal Response**Collector:**
Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**
*empty***IP Address:**
208.68.193.3**Response Started:**
Monday, November 22, 2010 10:09:55 AM**Response Modified:**
Monday, November 22, 2010 10:11:40 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 41 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Tuesday, November 23, 2010 6:02:43 AM

Response Modified:

Tuesday, November 23, 2010 6:05:23 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

No, but I am interested in teaching sustainability-related classes in the future

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Yes, within the past 3 years

Social Justice, based: CRMJ 2210/Ethics.

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Readings on sustainability topics/nature

Through research

Required projects or assignments

Inviting guest speakers

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

Yes, on a limited basis

Only if professional development opportunities in sustainability are offered to me

8. Are you interested in any of the following? Check all that apply:

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus

Default Report

Displaying 42 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Tuesday, November 23, 2010 6:52:29 AM

Response Modified:

Tuesday, November 23, 2010 6:54:11 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 43 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Tuesday, November 23, 2010 7:23:44 AM

Response Modified:

Tuesday, November 23, 2010 7:27:34 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Readings on sustainability topics/nature

Required projects or assignments

By personal example (going paperless, saving paper etc)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement

sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

I already implement sustainability

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Default Report

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Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.3

Response Started:

Tuesday, November 23, 2010 9:31:26 AM

Response Modified:

Tuesday, November 23, 2010 9:39:42 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No, it does not relate to my subject(s)

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 45 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

76.189.165.226

Response Started:

Saturday, November 27, 2010 12:58:17 PM

Response Modified:

Saturday, November 27, 2010 1:01:21 PM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Not at this time

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Not Applicable - Do not incorporate sustainability

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

No Response

8. Are you interested in any of the following? Check all that apply:

No Response

Default Report

Displaying 46 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

208.68.193.10

Response Started:

Monday, November 29, 2010 5:06:51 AM

Response Modified:

Monday, November 29, 2010 5:10:39 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

ECED 2110 Working with Families

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Not at this time

4. How do you incorporate sustainability into your courses? Check all that apply:

Through case studies

Through research

Required projects or assignments

By personal example (going paperless, saving paper etc)

Inviting guest speakers

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

No, but I am interested in learning more

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

I already implement sustainability

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus

Default Report

Displaying 47 of 47 respondents

Response Type:

Normal Response

Collector:Lakeland Faculty Sustainability Survey
(Web Link)**Custom Value:**

empty

IP Address:

173.88.216.159

Response Started:

Thursday, December 9, 2010 3:38:47 AM

Response Modified:

Thursday, December 9, 2010 3:42:53 AM

1. Definitions in regard to this survey (NO ANSWER NEEDED): Sustainability: Meeting the needs of the current generation without compromising the needs of future generations. Sustainability encompasses the components of people, planet and profit (social, environmental and economic dimensions). To be sustainable, the needs of all three dimensions need to be met. Sustainability-focused courses: Concentrate on the concept of sustainability throughout the course including its social, environmental, and economic dimensions (includes all 3), or examine an issue or topic using sustainability as a lens. Sustainability-related courses: Incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue. These courses may relate to an aspect of sustainability or include sustainability as a part of the course.

No Response

2. Do you teach (or have you taught in the past three years) sustainability-related courses (Includes sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue)?

Yes, currently

BIOL 1170

3. Do you teach (or have you taught in the past three years) sustainability-focused courses (that include all three dimensions; social, environmental and economic)? Examples can include (but are not limited to) courses on the Environment, Social Justice, Economic Equality, Human Health; Resource Management; Environmental Ethics, Economics or Law; Sustainable Tourism Management, Conservation and/or Preservation, Land Use Planning and Development, Biodiversity and Ecosystem Management.

Yes, currently

BIOL 1170

4. How do you incorporate sustainability into your courses? Check all that apply:

Readings on sustainability topics/nature

Required projects or assignments

By personal example (going paperless, saving paper etc)

5. Does your department offer sustainability-focused immersive experience programs? Such programs, which may take place on or off campus or overseas, give the students the opportunity to witness and learn in-depth about sustainability challenges and solutions.

No, we have no program

6. Do you believe you have the knowledge and understanding of sustainability to be able to implement sustainability education?

Yes

BIOL 1170 is perhaps the most complete course offered at the college on the subject of which I am the lead instructor.

7. Would you be willing to integrate sustainability concepts in your courses? Check all that apply:

I already implement sustainability

8. Are you interested in any of the following? Check all that apply:

Receiving periodic sustainability-related curriculum or professional development opportunities

Sustainability funding opportunities

Sharing course information (curriculum, case studies, sample assignments), or sharing a copy of your syllabus
