

# **CU's Academic Resource Guide for Sustainability**



# CU's Academic Guide to the Environment

## Introduction

Use of this Guide

**Environmental Course Offerings, Independent Study Guidelines, Internship Opportunities for Undergraduate & Graduate**

College of Architecture and Planning

College of Arts and Sciences

Leeds School of Business

School of Engineering and Applied Science

School of Journalism and Mass Communication

School of Law

**Environmental Interdisciplinary Courses**

[ENVS-Undergraduate & Graduate](#)

**Other Academic Programs**

[Chancellor's Leadership Residential Academic Program](#)

[Cooperative Institute for Research in Environmental Sciences \(CIRES\)](#)

[CU Environmental Engineering](#)

[Engineering for Developing Communities Program](#)

[Environmental Residential Academic Program](#)

[Institute for Ethical and Civic Engagement](#)

[INVST Community Studies](#)

[Natural Resources Law Center](#)

[Presidents Leadership Class \(PLC\)](#)

[Puksta Scholars](#)

**Other Resources**

[CU Energy Initiative](#)

[CU Environmental Center](#)

[Career Services](#)

[Service Learning](#)

**CU Publications, Academic Guides, Industry Publications, & Miscellaneous Resources**

**Appendix**

National Academic Resource Guide to Sustainability

## **How to use CU's Academic Resource Guide to the Environment**

**This guide was designed to aid students in their efforts to receive academic credit in environmental topics. The University of Colorado Environmental Center would like to encourage students to explore environmental themes through independent study, enriching their academic career, and discovering application that will enhance their post graduate careers. This guide was created to provide students with a quick overview of departmental offerings and requirements along with other non-academic resources available to CU students.**

**Once a student has decided to pursue an independent study course within their college or major, please refer to the guidelines box for further instruction. The process for enrolling in an independent study program or for an internship varies widely. On occasion a contact name and number is provided, in other departments simply speaking with an advisor just registering for a course is required. In any case, the guidelines box displayed in the lower right corner should help students take the next step toward enhancing their academic experience.**

**This guide was prepared by Pamela H. Williamson for the CU Environmental Center in April, 2007. While information gathered was checked for accuracy, this guide is not intended to substitute for individual departments' requirements. Readers are encouraged to update information contained in this guide and contribute additional resources for future editions. Contact the CU Environmental Center at 303.492.8307 or e-mail [cure@colorado.edu](mailto:cure@colorado.edu).**

**This guide is available online at:  
<http://ecenter.colorado.edu/publications>**

**College of Architecture and Planning**

<b>Architecture Emphasis</b>	<b>Planning Emphasis</b>	<b>Design Studies Emphasis</b>	<b>Undergraduate Independent Study</b>	<b>Undergraduate Internship</b>
ENVD 2003 Ecology & Design	ENVD 2003 Ecology & Design	ENVD 2003 Ecology & Design	ENVD 3909 Independent Study	ENVD 4939 Independent Study
ENVD 3001 Environment & Behavior	ENVD 3001 Environment & Behavior	ENVD 3001 Environment & Behavior	ENVD 4909 Independent Study	
AREN 3050 Environmental Systems 1				
AREN 3060 Environmental Systems 2				
	ENVD 4023 Environmental Impact Issues			
			<p><b>Independent Study Guidelines for this Departments:</b></p> <ol style="list-style-type: none"> <li>1. Find faculty sponsor</li> <li>2. Write a research proposal outlining your plan of completion, faculty adds grading criteria</li> <li>3. Must be of third for fourth year studio standing</li> <li>4. Max of six hours towards degree requirements</li> </ol> <p><b>Contact: Peqav Gordon. 303 492 2804</b></p>	

## College of Arts and Sciences

- Applied Mathematics**
- Art & Art History**
- Astrophysical & Planetary Sciences**
- Central & East Asian Studies**
- Chemistry & Biochemistry**
- Classics**
- Communication**
- Ecology & Evolutionary Biology**
- English**

- Ethnic Studies**
- Film Studies**
- French & Italian**
- Integrative Physiology**
- International Affairs**
- INVST Community Studies**
- Mathematics**

- Museum & Field Studies**
- Political Science**
- Psychology**
- Religious Studies**

- Spanish & Portuguese**
- Speech, Lang., & Hearing Sciences**
- Theater & Dance**
- Women's Studies**

	<p><b>General Independent Study Guidelines for these departments:</b></p> <ol style="list-style-type: none"> <li>1. Students may register for independent study during normal registration periods, each semester</li> <li>2. Look for course #'s in catalog for independent study and internships</li> <li>3. Students may not register for more than 6 credit hours during any term.</li> <li>4. No more than 8 credit hours can be taken in a single department or program can be applied toward the total hours needed for graduation.</li> <li>5. Max. of 16 hours of independent study may count toward the degree.</li> <li>6. Min. expectation for each semester hour of credit is 25 hours of work.</li> </ol>	
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## College of Arts and Sciences

### Anthropology

Undergraduate  
Independent  
Study

Undergraduate  
Internship

ANTH 4840  
Independent  
Study

ANTH 4930  
Anthropology  
Internship

#### **Independent Study Guidelines for Anthropology:**

1. Find faculty sponsor
2. Write a research proposal outlining your plan of completion, faculty adds grading criteria
3. Obtain approval from your faculty sponsor
4. Max of six hours towards degree requirements

### Comparative Literature & Humanities

Undergraduate  
Independent  
Study

Undergraduate  
Internship

HUMN 4840  
Independent  
Study

HUMN 3930  
Humanities  
Internship

#### **Independent Study Guidelines for Comparative Literature & Humanities:**

1. Find Faculty Sponsor
2. Come up with a topic
3. Fill out contract (from office) outlining plan
4. Normal max of three hours towards degree requirements

## College of Arts and Sciences

### Economics

ECON 3535  
Natural  
Resource  
Economics

ECON 3545  
Environmental  
Economics

ECON 4535  
Natural  
Resource  
Economics

ECON 4545  
Environmental  
Economics

**ECON 6555**  
Water Res. Dev.  
& Mgt.

**ECON 8353**  
Environmental  
Economics I

**ECON 8545**  
Environmental  
Economics II

Independent  
Study

ECON 4909  
Independent  
Study

**ECON 69 & 8909**  
Independent  
Study

Undergraduate  
Internship

ECON 4939  
Internship/  
Seminar

### **Independent Study Guidelines for Economics:**

1. You must have a cumulative CU GPA of 3.0 or higher to qualify for Independent Study in Economics.
2. Obtain the Independent Study Information Sheet from your Economics advisor. Read carefully.
3. Locate a regular Economics faculty to sponsor you and help you develop a project idea. It is even better to have one or two reasonably well-developed project ideas in mind before contacting faculty.
4. Complete the Independent Study Contract and have your sponsor sign.
5. Bring the approved Contract to your advisor to have the course added to your schedule.
6. You are allowed three hours per semester and six hours total toward your
7. Your Economics faculty sponsor issues a grade at the end of the semester.

## College of Arts and Sciences

### Environmental Studies

Independent Study

Internship

ENVS 1000  
Intro to Env. Studies

ENVS 4100  
Topics in Env. Policy

**ENVS 5007**  
Foundation of Environmental Sociology

ENVS 4880  
Independent Study

ENVS 3930  
Internship

ENVS 3001  
Campus & the Biosphere

ENVS 4800  
Critical Thinking in Env. Studies

**ENVS 5810**  
Water Res. & Environmental Sustainability

**ENVS 5909**  
Independent Study

**ENVS 5930**  
Internship

ENVS 3070  
Energy & the Environment

ENVS 4990  
Senior Thesis

**ENVS 5820**  
Renewable Energy Policy

ENVS 3520  
Env. Issues in Geosciences

**ENVS 5000**  
Policy, Science, & the Environment

**ENVS 5830**  
Critical Issues in Climate & the Environment

ENVS 3600  
Principles of Climate

**ENVS 5100**  
Environmental Philosophy

**ENVS 6112**  
Foundations of Natural Res. Law & Policy

### **Independent Study Guidelines Environmental Studies:**

1. Max 3 credits may be applied towards the specialization requirements in Track A (Policy) or Track B (Science), provided it is relevant to the student's specialization. Additional independent study hours may be able to be applied towards electives or other upper division hours.
2. Contact department office for the Application and Contract for Independent Study in Environmental Studies

## College of Arts and Sciences

### Geography

GEOG 2412  
Environment &  
Culture

GEOG 3422  
Conservation  
Thought

GEOG 4892  
Geography of  
Western Europe

GEOG 4742  
Environments  
and Peoples

GEOG 4812  
Env. &  
Development in  
South America

GEOG 4822  
Env. &  
Development in  
China

GEOG 4892  
Geography of  
Western Europe

**GEOG 5762**  
Sustainable Dev.  
Theory & Classic  
Issues

**GEOG 5772**  
Sustainable Dev.  
Institutions &  
Policy

**GEOG 5782**  
Sustainable Dev.  
Critique

Undergraduate  
Independent  
Study

GEOG 3840  
Independent  
Study

Undergraduate  
Internship

GEOG 3930  
Internship

## College of Arts and Sciences

### Geological Sciences

GEOL 2100  
Environmental  
Geology

GEOL 3500  
Earth Resource  
& the  
Environment

GEOL 3520  
Environmental  
Issues in  
Geosciences

Undergraduate  
Independent  
Study

Undergraduate  
Internship

GEOL 4840-49  
Independent  
Study

GEOL 3930  
Internship

#### **Independent Study Guidelines for Geology:**

1. Find faculty sponsor
2. Write a research proposal outlining your plan of completion, faculty adds grading criteria
3. Must be of third for fourth year studio standing
4. Max of six hours towards degree requirements

**Note:** GEOL does have students engaged in independent study, but we encourage a carefully drafted contract which includes details of the following:

LEARNING GOALS,  
STUDENT PRODUCTS,  
MEETING SCHEDULE (WITH A FACULTY SPONSOR),  
EVALUATION TOOLS

**College of Arts and Sciences**

**Germanic & Slavic Lang/Lit**

**Linguistics**

Undergraduate Independent Study

Undergraduate Internship

Undergraduate Independent Study

GRMN 3900 Independent Study

GRMN 3930 Internship

LING 4900 Independent Study

**Independent Study Guidelines for German/Slavic Language & Literature:**

1. Find a faculty sponsor (must be a rostered professor in the German Dept.)
2. Project must be approved by Dept. Chair
3. Fill out department form in office

**Independent Study Guidelines for Comparative Linguistics:**

1. Find Faculty Sponsor
2. Come up with a topic
3. Fill out contract (from office) outlining plan
4. Normal max of three hours towards degree requirements

## College of Arts and Sciences

### History

Undergraduate  
Independent  
Study

### Molecular, Cellular, & Developmental Biology

Undergraduate  
Independent  
Study

HIST 4417  
Environmental  
History of North  
America

HIST 3840  
Independent  
Study

MCDB4840  
Independent  
Study

#### **Independent Study Guidelines for History:**

1. Come up with a topic
2. Find Faculty Sponsor that is a full-time faculty member
3. Fill out contract (from office) outlining plan
4. Normal max of three hours towards degree requirements

#### **Independent Study Guidelines for Molecular, Cellular, & Developmental Biology:**

1. The College of Arts and Sciences will accept up to 16 hours of independent study credit toward the 120 hours required for graduation, but **the limit from any one department is 8 hours.**
2. Students who are candidates for Departmental Honors can take Honors Research (MCDB 4980) and Honors Thesis (MCDB 4990), which allow a total of six additional hours of research credit beyond the normal limits of 8 hours of independent study and 45 total hours in any one department.
3. MCDB 4840, Upper Division Independent Study, requires MCDB 2150 as a prerequisite.

**College of Arts and Sciences**

**Philosophy**

Undergraduate  
Independent  
Study

**Physics**

Undergraduate  
Independent  
Study

PHIL 2140  
Environmental  
Justice

PHIL 28, 38,  
4840  
Independent  
Study

HIST 4417  
Environmental  
History of North  
America

HIST 3840  
Independent  
Study

PHIL 3140  
Environmental  
Ethics

**Independent Study Guidelines for Philosophy:**

1. Find Faculty Sponsor
2. Come up with a topic and talk to Sponsor about the topic
3. Fill out special action form and independent study contract from office
4. The department strongly recommends that a student take Environmental Ethics (PHIL 3140) before attempting an environmental independent study

**Independent Study Guidelines for Physics:**

1. Find Faculty Sponsor and devise project
2. Max hours varies (usually three hour max) towards degree requirements
3. Contact one of the following to obtain the application forms and to process your registration.:

Undergraduate Independent Study, contact:  
Jeanine Reinke, 303-492-6953

Graduate Independent Study, contact: Anjanette  
Mapp, 303-492-6954

**College of Arts and Sciences**

**Sociology**

**SOCY 2077**  
Environment &  
Society

**SOCY 5117**  
Population &  
Environment

**SOCY 4007**  
Global Human  
Ecology

**SOCY 5007**  
Foundations of  
Environmental  
Society

Independent  
Study

Internship

**SOCY 4841**  
Independent  
Study

**SOCY 4931**  
Internship

**SOCY 5841**  
Graduate  
Independent  
Study

**SOCY 5937**  
Graduate  
Research  
Internship

**Independent Study Guidelines for Sociology:**

Information about Independent Studies is available in our Sociology's Main Office, 219 Ketchum Hall.

[Leeds School of Business](#)

**Management**

Undergraduate  
Independent  
Study

MGMT 4080  
Environmental  
Operations

MGMT 4900  
Independent  
Study

**See also:**

[Center for Sustainable Tourism](#)

[Center for Business Integration](#)

[Deming Center for Entrepreneurship](#)

[Curriculum Emphasis on Social Responsibility](#)

	<p><b>Independent Study Guidelines for Business:</b></p> <ol style="list-style-type: none"><li>1. Pick up independent study form from the Office of Undergraduate Student Services.</li><li>2. Outline a plan of study.</li><li>3. Find a faculty sponsor.</li><li>4. Sponsor must fill out independent study form.</li><li>5. Seek Department Chair approval.</li><li>6. Contact Director of Undergraduate Student Services, who will add the course.</li><li>7. Max of 3 hours per semester/6 hours in career towards degree requirements.</li></ol>	
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School of Engineering and Applied Science

Architectural  
Engineering

AREN 2050  
Engineering  
Systems for  
Buildings

Chemical  
Engineering

CHEN 4670  
Environmental  
Separations

CHEN 4680  
Environmental  
Process  
Engineering

Undergraduate  
Independent  
Study

AREN 4849  
Independent  
Study

Civil & Environmental  
Engineering

CVEN 4700  
Sustainability &  
the Built  
Environment

CVEN 3414  
Sustainability &  
the Built  
Environment

CVEN 3424  
Sustainability &  
the Built  
Environment

CVEN 4434  
Environmental  
Engineering  
Design

CVEN 4474  
Hazardous &  
Industrial Waste  
Management

CVEN 4484  
Intro to  
Environmental  
Microbiology

**CVEN 5050**  
Advanced Solar  
Design

**CVEN 5060**  
Advanced  
Passive Solar  
Design

**CVEN 5404**  
Environmental  
Engineering  
Chemistry

**CVEN 5434**  
Environmental  
Engineering  
Design

**CVEN 5514**  
Bioremediation

**CVEN 5524**  
Drinking Water  
Treatment

**CVEN 5534**  
Wastewater  
Treatment

**CVEN 5544**  
Solid Waste Mgt.  
& Resource  
Recovery

School of Engineering and Applied Science

Environmental  
Engineering

EVEN 1000  
Introduction to  
Environmental  
Engineering

**General  
Engineering**

GEEN 1100  
Social Impact of  
Technology

Undergraduate  
Independent  
Study

EVEN 28,4840  
Independent  
Study

Mechanical  
Engineering

MCEN 4131  
Air Pollution  
Control  
Engineering

MCEN 4141  
Indoor Air  
Pollution

School of Journalism and Mass Communication

Journalism

Undergraduate  
Independent  
Study

JOUR 4882  
Reporting on the  
Environment

JOUR 4841  
Independent  
Study

**See also:**

[Center for Environmental Journalism](#)  
School of Journalism and Mass Communication  
University of Colorado at Boulder  
1511 University Ave.  
478 UCB  
Boulder, CO 80309-0478  
(303) 492-4114  
e-mail: [cej@colorado.edu](mailto:cej@colorado.edu)

	<p><b>Independent Study Guidelines for Journalism:</b></p> <ol style="list-style-type: none"><li>1. Find a faculty advisor that will oversee your project</li><li>2. Pick up at our front desk in Armory 116</li><li>3. Fill out form completely with the details of the independent study, meeting times, when the project/paper is due, etc.</li><li>4. Form must be signed by both the student and the faculty member overseeing</li><li>5. Give form to our assistant dean so that he can approve it and register the student.</li></ol> <p>Note: We usually figure that the finished project is 15 pages per credit hour. That is a rough estimate. Because the class is a 4000 level, it is typically for seniors, although juniors and the occasional sophomore may register for it as well.</p>	
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**School of Law**

**International Law**

**LAWS 6510**  
International  
Environmental  
Law

**LAWS 8320**  
Seminar: Oil &  
International  
Relations

**Natural Resources**

**LAWS 6002**  
Public Land Law

**LAWS 6112**  
Foundations of  
Natural  
Resource Law &  
Policy

**LAWS 6302**  
Water  
Resources

**LAWS 7122**  
Mining & Energy  
Law

**LAWS 7132**  
Energy,  
Insecurity, &  
Sustainable Law

**LAWS 7202**  
Environmental  
Law

**LAWS 7402**  
The Law of Toxic  
& Hazardous  
Wastes

**LAWS 6002**  
Public Land Law

**LAWS 8112**  
Seminar: Adv.  
Natural Res.  
Law

**LAWS 8122**  
Seminar: Mineral  
Development

**LAWS 8202**  
Seminar:  
Environmental  
Policy

**LAWS 8212**  
Seminar: Env.  
Law Practice &  
Policy

**LAWS 8222**  
Seminar: Env.  
Philosophy &  
Law

**LAWS 8302**  
Seminar: Adv.  
Problems in  
Water Res. Law

**Practice-Clinical**

**LAWS 7209**  
Natural  
Resource  
Litigation Clinic

## Interdisciplinary Courses

These are courses not affiliated with a particular degree, but are taken through other departments or disciplines.

ENVS 1000  
Intro to Env.  
Studies

ENVS 3001  
Campus & the  
Biosphere

ENVS 4100  
Topics in Env.  
Policy

ENVS 3070  
Energy & the  
Environment

ENVS 4800  
Critical Thinking  
in Env. Studies

ENVS 3520  
Env. Issues in  
Geosciences

ENVS 4990  
Senior Thesis

ENVS 3600  
Principles of  
Climate

## **Other Academic Programs**

### **Chancellor's Leadership Residential Academic Program**

The Chancellor's Leadership RAP is an academic community working together to make positive impact on the world. The CLR combines theoretical, historical, practical and experiential knowledge in the study and practice of leadership. This undergraduate initiative fulfills the strategic goals of the campus by creating 'living and learning' neighborhoods for students who desire a 'small college' experience. The CLR programs offer culturally competent leadership development.

### **Cooperative Institute for Research in Environmental Sciences (CIRES)**

At CIRES, we believe science should serve society. Besides seeking a better understanding of Earth processes, developing better observations, better models, and more responsive forecasting methods, CIRES' programs bring natural and social scientists together with legal specialists and policy makers to address the concerns of people who use and manage environmental resources. The goal? Better decision-making for sustainable environmental and economic conditions.

### **CU Environmental Engineering**

Our program provides a multidisciplinary engineering curriculum leading to a Bachelor of Science degree in Environmental Engineering. The curriculum draws on various Environmental Engineering courses and faculty from across the University of Colorado at Boulder's College of Engineering and Applied Science.

### **Engineering for Developing Communities Program**

The EDC program is a new educational, research, and outreach program that fits under the new initiative, [Earth Systems Engineering \(ESE\)](#), in the College of Engineering and Applied Science at the University of Colorado at Boulder. It presents a long-term solution and a unique opportunity for educating a new generation of engineers who can offer sustainable and appropriate solutions to the endemic problems faced by developing communities worldwide. Through proper global education and outreach, this generation can help improve the livelihood and survival of about 5 billion people on our planet who are most in need. The program contributes to meeting the [United Nations Millennium Development Goals](#).

### **Environmental Residential Academic Program**

Designed for freshmen and sophomores interested in natural sciences, environmental studies, and in environmental sub disciplines of other majors (e.g. business, law, journalism, education, architecture and planning, etc.), Baker RAP provides an array of courses that satisfy various core curriculum requirements in the College of Arts and Sciences. It is the official residential academic program for students majoring in Environmental Studies and Environmental, Population, and Organismic Biology.

### **Institute for Ethical and Civic Engagement**

Founded in 2005, the IECE 's purpose is to nurture and encourage ethical and civic education at the University of Colorado at Boulder, to prepare our students for a lifetime of service to society as thoughtful, ethical and engaged citizens and contribute to the vitality of the many communities we serve from the local level to the global. The IECE will build on the momentum already established to make ethical and civic engagement a defining characteristic of our educational community.

### **INVST Community Studies**

The INVST Community Leadership Program (CLP) develops community leaders who engage in compassionate action as a lifetime commitment. Each year, we admit up to 16 University of Colorado at Boulder students who are exceptional among their peers and are committed to making a positive difference with their lives. INVST CLP students are comprehensively trained by their exposure to varied learning opportunities over the course of two years.

### **Natural Resources Law Center**

Through a comprehensive program of research, education, and advice, the Center seeks to inform and influence legal and policy decisions on western natural resources. Through a network of leading legal and policy decision-makers, natural resources administrators, researchers, stakeholders, and concerned citizens, and in conjunction with the School of Law and the broader University of Colorado community and regional and national natural resources institutions, the Center focuses substantial intellectual and practical expertise on natural resources issues of importance in the American West.

### **Presidents Leadership Class (PLC)**

PLC's four-year curriculum includes strong academic and experiential components designed to orient scholars to the theory and practice of leadership. Scholars develop leadership skills through weekly lectures given by business and community leaders, discussion groups, group projects, community service, and local and international internships.

### **Puksta Scholars**

The education of students to be responsible citizens within our society constitutes a key part of CU-Boulder's educational mission. Puksta Scholars serve as a catalyst for bringing about positive change in the campus culture and in the local communities, while acquiring the knowledge, skills, attitudes, and experiences necessary for ethical, responsible citizenship upon graduation. The Puksta Scholars is one of CU-Boulder's "Special Enrichment Opportunities Programs."

## **Other Resources**

### **CU Energy Initiative**

The University of Colorado at Boulder Energy Initiative encompasses the activities of students, faculty, and staff from the entire Campus. The goal of the Initiative is to address the scientific, political, social, and economic challenges of developing and implementing renewable and sustainable energy.

### **CU Environmental Center**

The CU Environmental Center educates, activates, and inspires the campus community to understand and engage in local and global environmental issues.

### **Career Services**

The Mission of Career Services is to provide a centralized, comprehensive career center for all students at the University of Colorado at Boulder. Career Services empowers students to take control of their own professional development.

### **Service Learning**

Service learning relates academic study to work in the community in ways that enhance both. We learn best and most deeply by constructing knowledge and rooting it in the immediacies of our personal experience.

## **Publications**

Greening Our Future <http://ecenter.colorado.edu/publications/index.html>  
Environmental Center Publications [Publications](#)

## **Academic Journals**

Journal of Marketing [Journal of Marketing - American Marketing Association - www.marketingpower.com](#)  
Population and Environment [SpringerLink - Journal](#)  
Journal of Applied Behavior Analysis [Journal of Applied Behavior Analysis](#)  
Ecology Law Quarterly [Ecology Law Quarterly Home](#)  
Journal of Social Issues [Journal of Social Issues](#)  
The Journal of Environmental Economics and Management [JEEM - Journal of Environmental Economics and Management](#)  
The Journal of Environmental Education [Heldref Publications: The Journal of Environmental Education](#)  
The Journal of Environmental Systems  
Environmental Management [SpringerLink - Journal](#)  
Journal of Applied Social Psychology Environment and Behavior [Journal of Applied Social Psychology - Journal Information](#)

## **Industry Publications**

Resource Recycling: North America's Recycling and Composting Journal  
Biocycle: Journal of Composting and Organics Recycling  
[BioCycle - Journal of Composting & Organics Recycling, In Business - Creating Sustainable Enterprises & Communities](#)  
Recycling Today [Recycling Today](#)  
Waste Age [Waste Age Magazine | For professionals in the waste management, recycling, landfill, garbage professions](#)  
U.S. Environmental Protection Agency Office of Solid Waste Management  
[Office of Solid Waste and Emergency Response \(OSWER\) | US EPA](#)

Ecodemia: Campus Environmental Stewardship at the Turn of the 21<sup>st</sup> Century, Lessons in Smart Management from Administrators, Staff, and Students. Julian Keniry, National Wildlife Federation Campus Ecology Program.  
[order publications - Campus Ecology - National Wildlife Federation](#)

## **Appendix: National Academic Resource Guide for Sustainability**

### **National and International Organizations—Sustainability**

**Association for the Advancement of Sustainability in Higher Education (AASHE)** - a membership-based professional association of institutions, businesses, NGOs, and individuals working to advance sustainability in higher education in the western U.S. and Canada.

<http://www.aashe.org>

### **Council on Certification of Health, Environmental, and Safety Technologists (CCHST)**

Offering certification programs the build recognition among safety and health practitioners, demonstrate competence to employers and others, increase employee confidence in occupational health and safety programs, help improve company profitability through reduced incidents and losses, and enhance the company image.

[http://www.cchest.org/index.php?option=com\\_frontpage&Itemid=1](http://www.cchest.org/index.php?option=com_frontpage&Itemid=1)

### **Dow Jones Sustainability Indexes:**

International index system for companies scored with regard to general as well as industry-specific sustainability trends based on economic, environmental as well as social criteria. The biggest 600 companies in North America have been identified as the starting universe for a new addition to the series of sustainability benchmarks.

<http://www.sustainability-indexes.com/>

### **International Institute for Sustainable Development**

Sustainable Development on Campus – Tools For Campus Decision Makers.

These tools will help you to learn more about sustainable development and its relevance to you and your institution.

<http://www.iisd.org/educate>

**Natural Step Network:** The Network is part of the international network of The Natural Step, a non-profit, research, education and advisory organization that uses a science-based framework to help organizations, individuals and communities move toward sustainability.

<http://www.naturalstep.org/com/nyStart>

### **National Association of College and University Business Officers (NACUBO)**

Located in Washington, D.C., NACUBO serves a membership of more than 2,500 colleges, universities, and higher education service providers across the country. NACUBO represents chief administrative and financial officers through a collaboration of knowledge and professional development, advocacy, and community. Our vision: to define excellence in higher education business and financial management

<http://www.nacubo.org/x2153.xml>

### **National Council for Science and the Environment (NCSE)**

NCSE has been working since 1990 to improve the scientific basis for environmental decision-making. Through its University Affiliate Program, NCSE provides services to enhance environmental education, research, and outreach activities of over one hundred member institutions. Affiliates have unique opportunities to network and collaborate through topical workshops, specific projects, and other activities. The Council helps Affiliates address such issues as building and maintaining successful environmental programs, interdisciplinary curricula and core competencies, student recruitment and careers, and faculty advancement. In 2001, NCSE launched the [Council of Environmental Deans and Directors \(CEDD\)](#), a professional organization for environmental leaders of American campuses that seeks to transform environmental higher education in the 21st century. CEDD gives academic environmental leaders a structure for communication and cooperation to improve the quality and relevance of their programs. <http://www.ncseonline.org/02education/>

### **National Environmental Education and Training Foundation (NEETF)**

The National Environmental Education & Training Foundation (NEETF) is a private, nonprofit organization dedicated to advancing environmental education in its many forms. We aspire to build a nationwide environmentally literate community that cares for and protects the environment at home, at work, and in its communities.

<http://www.neetf.org/>

### **North American Alliance for Green Education (NAAGE)**

NAAGE is a non-profit consortium founded by students. It is comprised of educational institutions and organizations with a commitment to environmental studies programs, located in diverse bioregions. Its mission is to combine strengths to maximize educational opportunities for students and faculty. In order to participate in NAAGE, colleges and other educational organizations must uphold a mission or guiding principles which are in keeping with the NAAGE philosophy, demonstrate a commitment to experiential, project-based learning and a faculty-based model for ethical environmental practices as well as work collaboratively with businesses, sponsors and community groups to promote environmental impact accountability.

<http://www.naage.org/>

**North American Association for Environmental Education (NAAEE):** NAAEE is *the* professional association for environmental education. Our members promote professional excellence in nonformal organizations, K-12 classrooms, universities (both instructors and students), government agencies, and corporate settings throughout North America and in over 55 other countries. Since 1971, the Association has promoted environmental education and supported the work of environmental educators. NAAEE has a Higher Education Commission for people working on environmental education at colleges and universities.

<http://www.naaee.org>

### **Society for College and University Planning (SCUP)**

SCUP is the recognized leader in advancing the knowledge and practice of planning in higher education. The Society for College and University Planning is a community providing its members with the knowledge and resources to achieve institutional planning goals.

<http://www.scup.org/>

**The American Council on Education**, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

<http://www.acenet.edu//AM/Template.cfm?Section=Home>

**The National Center for Public Policy and Higher Education**

The National Center for Public Policy and Higher Education promotes public policies that enhance Americans' opportunities to pursue and achieve high-quality education and training beyond high school. As an independent, nonprofit, nonpartisan organization, the National Center prepares action-oriented analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in higher education-including two- and four-year, public and private, for-profit and nonprofit institutions.

<http://www.highereducation.org>

**U.S. Environmental Protection Agency:**

Sector Strategies Programs for Colleges and Universities work collaboratively with 12 sectors to improve environmental performance while reducing regulatory burden and providing an expert staff liaison for each sector in the program.

<http://www.epa.gov/sectors/colleges/index.html>

National Center for Environmental Innovation harnesses the power of innovation to improve environmental results. Environmental Innovation website provides market-based incentives to collaborative partnerships to advanced technologies, and a window into some of the most important changes that are shaping a new generation of environmental policy.

<http://www.epa.gov/innovation/>

National Center for Environmental Economics (NCEE) provides the EPA with the expertise to take economic issues into account, routinely guiding EPA decision-making by analyzing relationships between the economy, environmental health, and environmental pollution control.

<http://www.epa.gov/ee/epa/eed.nsf/pages/homepage>

Office of Policy, Economics and Innovation (OPEI) is the primary policy arm of the EPA. We work with all other parts of the EPA and the federal government to provide critical analytic and management support across three broad areas: Regulatory Management, Environmental Innovation, and Economic analysis.

<http://www.epa.gov/opei>

Jobs Through Recycling Provides general information about the Jobs Through Recycling (JTR) Program, as well as useful Program publications and other resources.

<http://www.epa.gov/jtr/>

**United Nations Decade of Education for Sustainable Development:**

The United Nations Decade of Education for Sustainable Development is a complex and far-reaching undertaking. The environmental, social, and economic implications are enormous and touch many aspects of life of the world's population. The overall goal of the DESD is

to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations.

The objectives for the DESD are to:

- facilitate networking, linkages, exchange and interaction among stakeholders in ESD;
- foster an increased quality of teaching and learning in education for sustainable development;
- help countries make progress towards and attain the millennium development goals through ESD efforts;
- provide countries with new opportunities to incorporate ESD into education reform efforts.

[http://portal.unesco.org/education/en/ev.php-URL\\_ID=23295&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=23295&URL_DO=DO_TOPIC&URL_SECTION=201.html)

### **University Leaders for a Sustainable Future (ULSF)**

The mission of the Association of University Leaders for a Sustainable Future (ULSF) is to make sustainability a major focus of teaching, research, operations and outreach at colleges and universities worldwide. ULSF pursues this mission through advocacy, education, research, assessment, membership support, and international partnerships to advance education for sustainability.

<http://www.ulsf.org/index.html>

### **US Partnership-Decade of Education for Sustainable Development**

In the Higher Education Sector, over 13 national discipline associations met to discuss ways to infuse education for a sustainable future throughout undergraduate curricula. The Higher Education Associations Sustainability Consortium has over a dozen mainstream national higher education associations collaborating to make sustainability an integral part of curricula, operations, residential living, student life, and community partnerships.

<http://www.uspartnership.org/>

**World Resources Institute:** WRI provides -- and helps other institutions provide -- objective information and practical proposals for policy and institutional change that will foster environmentally sound, socially equitable development. Their focus is to contribute in the following areas: People & Ecosystems; Climate, Energy & Transport; Markets & Enterprise; Governance & Access.

<http://www.wri.org/about/goals.cfm>

## **Colleges – Sustainability Programs/Centers**

### **Arizona State University**

Curriculum Development <http://sustainability.asu.edu/gios/index.htm>

### **Bowdoin College**

### **Berea College**

Ecovillage at Berea College <http://www.berea.edu/sens/resources.asp>

### **Carleton College**

**Cal State Chico** <http://www.csuchico.edu/sustainablefuture/>

**Clemson University**

**Colby College**

**College of the Atlantic** <http://www.allschools.com/cgibin/DRF/School>

**Dartmouth College**

**Duke University**

**Harvard University** [Forum on Science and Technology for Sustainability](#)

**Haverford College**

**Lewis & Clark College**

**Macalester College**

**Massachusetts Institute of Technology (MIT)**

**Michigan State University**

**Middlebury College**

**Northern Arizona University**

<http://home.nau.edu/environment/>

**Northland College**

**Oberlin College** [Adam Joseph Lewis Center for Environmental Studies](#)

**Pacific Lutheran University**

**Penn State University**

**Portland State University**

**Skidmore College**

**Smith College** <http://www.smith.edu/physplant/greenteam>

**Stanford University**

**St. Olaf College**

**Tufts University**

**University of British Columbia**

**University of California, Berkeley**

**University of California, Santa Barbara**

**University of Colorado, Boulder**

Environmental Center <http://ecenter.colorado.edu/>  
Center for Environmental Journalism <http://www.colorado.edu/journalism/cej>  
Center for Sustainable Tourism <http://leeds.colorado.edu/tourism/Index.aspx?id=254,289,75>

**University of Florida** <http://sustainability.ufl.edu>

**University of New Hampshire**

**University of North Carolina at Chapel Hill**

**University of Pittsburgh School of Engineering**  
[Mascaro Sustainability Initiative](#)

**University of Oregon**

**University of South Carolina**

**University of Washington**

**University of Wisconsin**  
[Center for Sustainability and the Global Environment \(SAGE\)](#)

**Warren Wilson College**

**Williams College**

**Yale University**

The Yale School of Forestry & Environmental Studies  
Center for Biodiversity and Conservation Science  
Center for Coastal and Watershed Systems  
Center for Environmental Law and Policy  
Center for Industrial Ecology

## **National Educational Programs & Student Organizations**

**American Solar Energy Society (ASES)** - a national membership organization whose mission is to attain a sustainable U.S. energy economy. ASES strives to accelerate the development and use of solar and other renewable energy resources through advocacy, education, research and collaboration among professionals, policy-makers and the public. <http://www.ases.org/>

**Beyond Grey Pinstripes** - identifies the leading schools and faculty that are devoting the deepest attention to social impact and environmental management as well as those that are beginning to weave together this triple bottom line. Ultimately, graduates from such programs will be better equipped to lead competitive businesses that are outstanding performers in terms of financial success, social value, and environmental quality  
<http://www.beyondgreypinstripes.org>

### **Campusactivism.org**

This interactive website has tools for progressive student and youth activists. This website shall strengthen the progressive student and youth movement in the US and Canada through the sharing of contacts, event information, ideas and resources. We are proud to maintain the largest online database of student activist related information. Our goal is to facilitate every aspect of your activism.  
<http://www.campusactivism.org>

### **College and University Recycling Council**

CURC is a network of campus-based recycling professionals who face similar challenges and opportunities in managing college and university programs.  
<http://www.nrc-recycle.org/councils/CURC/default.htm>

**Context Institute:** Since its founding in 1979 by [Robert](#) and [Diane](#) Gilman, CONTEXT INSTITUTE has explored how human society can become sustainable (i.e. able to meet the needs of the present without diminishing the prospects for the future), and has served as a catalyst for voluntary change toward a more [humane and sustainable culture](#). Much of the Institute's work focuses on encouraging the sustainable redevelopment of the industrialized world (i.e. the rich countries of the North plus their many cultural extensions throughout the world).  
<http://www.context.org/>

### **Cornell Waste Management Institute (Dept. Crop and Soil Sciences)**

<http://cwmi.css.cornell.edu/aboutwmi.html>

**CSU-Warner College of Natural Resources Environmental Learning Center.** *Our mission is to advance environmental stewardship among students and the community through opportunities for experiential learning, self-study and educational programs.*

<http://www.warnercnr.colostate.edu/elc/>

### **CU Biodiesel**

A non-profit student organization dedicated to advancing the use and knowledge of biodiesel, a vegetable based and clean-burning alternative to petroleum diesel.

<http://www.cubiodiesel.org/>

### **Educational Resources Databases (beta)**

EFS West and Second Nature are pleased to make available the premier searchable collection of education for sustainability (EFS) resources. We invite you to browse the databases for course syllabi, teaching methods & course projects, and campus EFS profiles to support your campus sustainability efforts. Please help build the databases by contributing your own resources!

[http://www.efswest.org/resource\\_center/databases.php](http://www.efswest.org/resource_center/databases.php)

### **EnvironmentalPrograms.net**

<http://environmentalprograms.net/guidance/natural-sci/>

### **Environment Portal & Search Engine**

A clearinghouse collection of news, legislation, references, print materials, and websites dealing with all environmental issues and [sustainability](#); full text searches of the best-reviewed material on sustainability.

<http://www.environmentalsustainability.info/>

### **Grass Roots Recycling Network**

GRRN is a national network of waste reduction activists and recycling professionals who use grassroots activism to initiate change, and professional expertise to follow through.

<http://www.grrn.org/general/who.html>

### **Green-Blue EDesign Competition**

<http://www.greenblue.org/edesign/index.htm>

### **National Wildlife Federation Campus Ecology Project**

For more than a decade, NWF's Campus Ecology program has been helping transform the nation's college campuses into living models of an ecologically sustainable society, and training a new generation of environmental leaders.

<http://www.nwf.org/campusecology>

### **Rocky Mountain Institute:**

The Rocky Mountain Institute shows businesses, communities, individuals, and governments how to create more wealth and employment, protect and enhance natural and human capital, increase profit and competitive advantage, and enjoy many other benefits-largely by doing what they do far more efficiently.

<http://www.rmi.org/>

### **Second Nature: Sustainability Education for Colleges and Universities**

Since 1993, Second Nature has been dedicated to accelerating a process of transformation in higher education. We assist colleges and universities in their quest to integrate sustainability as a core component of all education and practice in order to make human society healthy, fair, economically secure and ecologically thriving for all current and future humans and other species.

<http://www.secondnature.org/>

### **SustainUS**

A non-profit, non-partisan organization of young people advancing sustainable development and youth empowerment in the United States. Through proactive education and advocacy at the policy-making and grassroots levels, we are building a future in which all people recognize the inherent equality and interdependence of social, economic, and environmental sustainability.

<http://sustainus.org/mambo>

### **The Campaign for Environmental Literacy**

Seeks to first secure and then significantly increase the amount of federal funding dedicated to environmental literacy.

<http://www.fundee.org>

**The National Recycling Coalition** is a membership organization of recycling professionals and advocates dedicated to maximizing recycling.

<http://www.nrc-recycle.org/default.htm>

**University of Denver-** Environmental Policy & Management.

<http://www.universitycollege.du.edu/program/academic/oncampus/epm/index.asp?schedcode=D>

### **U.S. Green Building Council (USGBC)**

The U.S. Green Building Council (USGBC) is the nation's foremost coalition of leaders from every sector of the building industry working to promote buildings that are environmentally responsible, profitable and healthy places to live and work.

<http://www.usgbc.org/DisplayPage.aspx?CategoryID=1>

## **Colorado State Government Organizations**

## **AWARE**

AWARE is a new statewide program to educate local decision makers about the impacts of land use choices on water quality and provides planners with research-based, non-advocacy material so they can better consider water quality impacts when making land use decisions. <http://www.awarecolorado.org/>

**Colorado Building Professionals Energy Resource.** Sponsored by the Colorado State Energy Office and its partners and directed by the Colorado State Legislature to create a central resource that provides new tools and education to advance energy-efficient design and construction.

<http://www.buildingenergyinfo.org/index.html>

## **Colorado Department of Local Affairs**

The Department of Local Affairs' (DOLA) mission is to help build the capacity in local communities to deal with these responsibilities. We do this in two ways: [Financial Assistance](#) and [Technical Assistance](#). DOLA is committed to adapting to the changes communities are experiencing statewide. With increasing concerns about managing growth pressures, the department has adapted its programs and services to assist communities in addressing growth.

<http://www.dola.state.co.us/>

## **Colorado Department of Public Health and Environment, NPS-NonPoint Source Program**

Nonpoint source water pollution (NPS)— polluted runoff—results when precipitation interacts with pollutants to carry them over the surface of the ground or leach them into the ground water. It is pollution that cannot easily be “turned off” by technology. Rather, people must change habits and practices that affect the quality of our water. The key to controlling nonpoint source pollution is prevention: wise use of fertilizer and pesticides, controlling what flows into the gutters and storm drains, not over-watering gardens and fields, disposing of pet waste away from water courses, and other preventive measures.

<http://www.npscolorado.com/>

## **CSU Cooperative Extension-Jefferson County**

The mission of Cooperative Extension is to provide practical, research-based information and educational programs to enhance the quality of life for citizens of Jefferson County. Four departments: 4-H Youth and Development, Family and Consumer Sciences, Horticulture, Natural Resources.

<http://www.coopext.colostate.edu/jeffco/>

## **Governor's Office of Energy Management & Conservation**

The Governor's Office of Energy Management and Conservation (OEMC) is Colorado's lead state agency on energy efficiency issues. The agency's primary objective is to serve the people of Colorado through education, technical and financial assistance. OEMC is federally funded and no Colorado state tax dollars are used to support its activities. OEMC encourages residential and commercial energy standards; offers grants to assist recycling, compost, wetlands and fuel cell projects; promotes weatherization services to low-income households; and advocates energy efficiency programs statewide. The following sectors are addressed by OEMC: Residential,

Commercial & Institutional, Agriculture & Rural, Distributed Energy, Transportation & Alternative Fuels, Renewable Energy, Waste Management & Recycling.

<http://www.state.co.us/oemc/>

## **Colorado Organizations- Education**

### **Astronomy for Outdoor Educators/Enthusiasts**

Our mission is to provide lasting educational experiences to educators and the public in all areas of astronomy and space science. We specialize in offering trainings for classroom and outdoor educators in how to teach astronomy. We offer workshops for the outdoor enthusiast through many host organizations. We also teach in the formal classroom with elementary through university students. We come from backgrounds in scientific research, outdoor education, classroom teaching and professional guiding. Our experience include hosting NASA sponsored teacher workshops, training Outward Bound and NOLS staff, leading public events at Colorado Mountain Club and Mountain Studies Institute, and teaching a college astronomy course at Western State College.

<http://www.coopext.colostate.edu/jefferson>

**Colorado Alliance for Environmental Education (CAEE)** serves all sectors of the Colorado community by increasing the effectiveness of environmental education (EE). CAEE is dedicated to supporting and promoting quality environmental education opportunities by facilitating communication, coordination and professional development among the varied environmental education programs in the state.

<http://www.caee.org/>

### **Colorado Energy Science Center**

CESC's mission is to increase the understanding and appreciation of energy science and technology in order to enable decision-makers to adopt energy practices that produce economic benefits, reduce environmental impacts and increase the sustainability of energy supply.

<http://www.energyscience.org/about/index.html>

### **Colorado Foundation for Water Education**

Created in 2002, the Colorado Foundation for Water Education is Colorado's only statewide non-profit, non-advocacy organization providing providing balanced and accurate water resource information and education in order to promote better understanding of Colorado's water resources and issues.

<http://cfwe.org/AboutUs/>

### **Colorado Water Protection Project**

Created to increase public awareness in Colorado about the causes of and solutions to urban polluted runoff resulting from household activities.

<http://www.ourwater.org>

**The Alliance for Sustainable Colorado** advances environmental, economic and social sustainability in Colorado for present and future generations. The Alliance is sowing a seed for a statewide sustainability movement in Colorado, which is envisioned to become part of a network of statewide sustainability movements across the country.

<http://www.alliancecenter.org/>

## **Colorado Businesses & Non-Profits**

### **Colorado Alliance of Sustainable Business Associations**

The Mission of CASBA is to support the promotion of sustainable and socially responsible business practices in Colorado. Our Purpose is to facilitate communication and increase networking, collaboration and coordination among sustainable business associations.

<http://www.casba.info/mission.cfm>

### **Colorado Association for Recycling**

CAFR is committed to advancing economic, political and social conditions that minimize waste and maximize resource reuse. We believe wise resource use is vital to the health of people, the environment and the economy. We will utilize our expanding influence and position of leadership to inspire and unify the businesses and communities of Colorado to convert an ever-increasing percentage of our waste products into usable resources.

<http://www.cafr.org/about/>

### **Colorado Biomass Information Clearinghouse**

<http://www.state.co.us/oemc/biomass/index.html>

**ColoradoENERGY.org** is a one-stop shop for energy efficiency and renewable energy information in Colorado and designed to help energy professionals in Colorado to network and get the word out about their activities.

<http://www.coloradoenergy.org/>

**Colorado Renewable Energy Society (CRES)** is a nonprofit membership organization that works for the sensible adoption of cost-effective energy efficiency and renewable energy technologies by Colorado businesses and consumers.

[http://www.cres-energy.org/about\\_div1.html](http://www.cres-energy.org/about_div1.html)

### **Colorado Recycles**

Since 1983, Colorado Recycles has been the premiere organization dedicated to the promotion of voluntary recycling activities throughout the state of Colorado. Our mission, and our commitment, is to provide the leadership necessary to develop successful programs to educate the public about recycling, waste prevention and reduction, and other related issues.

<http://www.colorado-recycles.org/about.html>

**Colorado Resource Management**

CRM's mission is to reduce the environmental impact of construction and demolition by recycling materials and reducing waste volume. CRM is locally owned and operated and we take pride in our excellent service, competitive rates and innovative approach to waste management.

<http://www.coresourcemgmt.com/>

**Eco-Cycle** is one of the oldest and is the largest non-profit community recycler in the U.S. At Eco-Cycle we believe in individual and community action to transform society's throw-away ethic into environmentally responsible stewardship. Our mission is to provide publicly-accountable recycling, conservation and education services, and to identify, explore and demonstrate the emerging frontiers of sustainable resource management.

<http://www.ecocycle.org/>

**Environment Colorado Research & Policy Center** is dedicated to protecting Colorado's air, water and open spaces. We investigate problems, craft solutions, educate the public and decision makers, and help Coloradoans make their voices heard in local, state and national debates over the quality of our environment and our lives.

<http://www.environmentcolorado.org/center/>

**Waste-Not Recycling**

As the leading recycling company in Northern Colorado, Waste-Not has the experience, the resources and the dedication to implement a successful corporate recycling program. We may call Colorado home, but we can provide support coast to coast.

[recycle@waste-not.com](mailto:recycle@waste-not.com)