



**A LEADING POLYTECHNIC
COMMITTED TO YOUR SUCCESS**

10 Keywords: permaculture design course, sustainable design, applied environmental sciences, landscape design, environmental education, life skills, survival skills, sustainable food, resource depletion, climate change

Meta-Tag Description: Gain the skills to design sustainable food, water, energy, shelter & social solutions. Engage your positive potential. Create personal & community resilience.

Course Outline:

COURSE NAME: Permaculture CORE Program

COURSE CODE: Permies2020

Course Description:

The 21st century is a time of converging crises. From resource depletion to climate change, the systems we rely upon for our well being and future prosperity are being compromised. The ability to create local, sustainable solutions in our households, businesses, and communities is directly tied to our Competency in Organizing Regenerative Ecologies (CORE).

With the design and technical skills gained in this course, you will learn how to increase economic efficiencies, reduce environmental liabilities, and establish resilient patterns while finding new opportunities to contribute to the leading edge of human ingenuity and social progress.

Entrance requirements: Students must be capable of limited working proficiency in English

Course Hours: 35.00

LEARNING OUTCOMES:

Upon successful completion of this course, you will be able to:

OUTCOME 1: Discuss the theoretical foundation of permaculture design methodology as an ethical science and comprehensive problem-solving toolkit:

- Define the Prime Directive and the three Ethics of Permaculture
- Describe the states of various environmental and social systems; extrapolating upon factual economic & ecological analysis for clear, practical and urgent actions
- Design scenarios for practical application of permaculture philosophy

OUTCOME 2: Delineate the patterns, principles and pathways identified in global restorative efforts and the sustainability sciences:

- Perform analysis of natural sectors, infrastructural zones and social horizons

- Project and design connectivity of individual elements within larger natural, industrial, & cultural systems
- Propose design suggestions for food, water, energy, shelter and governance that mimic the efficiencies of natural systems

OUTCOME 3: Demonstrate ability to integrate various areas of specialty to create holistic and synergistic designs.

- Deduce and articulate human centric objectives for focusing design while allocating space for wildlife, ecosystem services, and natural capital
- Define entropic processes and integrate source-to-sink efficiencies for energy, water, and nutrient cycles
- Describe the strategic interplay of niches and elements within cycles of time and incorporating this understanding to the phasing of design projects in real-world spaces

STUDENT EVALUATION:

OUTCOME 1: Theory Assessment @ 30%

OUTCOME 2: Design Practicum @ 30%

OUTCOME 3: In-Field Engagement @ 40%

COURSE COMPLETION REQUIREMENTS:

A minimum grade of 75% is required to pass this course.

All components of the course must be attended and completed successfully before a certificate can be awarded.

DELIVERY METHOD:

This course will be taught using a variety of delivery methods in a classroom environment. Collaborative exercises/assignments, seminars, labs, discussions, audio/visual presentations, case studies, and design exercises may be used to support learning.

STUDENT RESPONSIBILITY:

Enrolment at NAIT assumes that the student will become a responsible citizen of the Institute. As such, each student will display a positive work ethic, assist in the presentation of Institute property, and assume responsibility for his/her education by researching academic requirements and policies; demonstrating courtesy and respect towards others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

EQUITY STATEMENT:

NAIT is committed to providing an environment of equality and respect for all people within the learning community, and to educating faculty, staff, and students in developing inclusive teaching and learning contexts that are welcoming to all.