ENVE 520: Introduction to Environmental Education
On Demand Syllabus

Instructor: Dr. Jeanine Huss, Full Professor

E-mail: Jeanine.huss@wku.edu	Phone: 270-745-2293
Office: 1010 GRH	Class location: online

Instructor's Office Hours: by appt./phone

Note: This document and other course-related materials are available at https://blackboard.wku.edu

WKU INFORMATION: (270) 745-4845

COURSE DESCRIPTION: This course will provide students with an introduction to the field of environmental education, including basic history and philosophy, methodologies, resources for formal and nonformal educators, and current trends in the field. It will be taught primarily through a series of hands-on experiences, simulations, and reflective discussions.

LEARNING OUTCOMES:

Upon successful completion of the course, the student should:

- Be familiar with NAAEE Guidelines for Excellence, especially the Professional
    Development of Environmental Educators
- Attend an Environmental Education professional development training
- Be knowledgeable about organizations that promote Environmental Education in the state of Kentucky and nationally

READINGS: The materials for this class come from a variety of books and selected peer reviewed journals. This is meant to help familiarize the student with classic literature and important authors in the field of Environmental Education.

DESCRPTION OF COURSE ASSIGNMENTS:

Assignments	Description
Ecology Reflection	Students will read articles and view several natural cycles. A reflection will be written to show understanding of ecological concepts.
GLOBE Diagram Checklist	Students will complete two GLOBE activities which help create a diagram from a photo of a location.
Truax vs. Lorax	Students will compare Dr. Seuss' Lorax to the wood industries version, the Truax.
Defining EE Reflection	Students will read articles about what EE is and write a reflection.
Components of EE Literacy Reflection	Students will read articles about environmental literacy and write a reflection.
KELP and KY Attitudes Survey Assignment	Students will read the KY Environmental Literacy Plan and read about the KEEC Survey and write a reflection.

Historical Comparison of EE Reflection	Students will read several historical documents about EE and write a reflection.
Environmental Education Review (Phase I)	Students will review environmental education curricula of their choice *with permission of the instructor.
Environmental Education Review (Phase II)	Students will critique the curricula using the Curricula Evaluation Form.
Cradle to Grave Infographic	Students will create an infographic of their choice to represent the manufacturing process of an every day item.
Personal and Civic Responsibility Reflection	Students will read the Tragedy of the Commons, watch a Population Connection video, and take an ecological footprint quiz prior to writing this reflection.
Formal, Nonformal and Informal EE Reflection	Students will read articles to help distinguish the differences between formal, nonformal, and informal EE and write a reflection.
Two Hats Reflection	Students will read Two Hats article and discuss the difference between advocacy and education.
Professional Development	Students will attend a 3 hour EE professional development training.

COURSE GRADING AND EVALUATION: Rubrics are provided for most assignments. The rubric should be the first page of every assignment, with your name on it. *Please see Blackboard for details.

Assignment Name	Point Value
Ecology Reflection	50
GLOBE Diagram Checklist	50
Truax vs. Lorax	50
Defining EE Reflection	50

Components of EE Literacy Reflection	50
KELP and KY Attitudes Survey Assignment	50
Historical Comparison of EE Reflection	50
Environmental Education Review (Phase I)	50
Environmental Education Review (Phase II)	100
Cradle to Grave Infographic	50
Personal and Civic Responsibility Reflection	50
Formal, Nonformal and Informal EE Reflection	50
Two Hats Reflection	50
Professional Development	50
Historic timeline of EE	50
TOTAL	800

GRADING SCALE:

720-800 points	A
640-719 points	B
560-639 points	C
480-559 points	D
479 or less points	F

NOTE: FINAL POINTS ARE USED TO DETERMINE FINAL GRADES.
PERCENTAGES ARE NOT USED TO DETERMINE GRADES.

PLAGIARISM: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software (Student Handbook). ***Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.***

ACADEMIC DISHONESTY: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs Student Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure (Student Handbook). ***Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.***

CHEATING: No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination (Student Handbook).
Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.

STUDENT DISABILITY SERVICES: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student

Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

STATEMENT OF DIVERSITY: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

The Quality Enhancement Plan for Western Kentucky University:

QEP STUDENT LEARNING GOAL

WKU students will bring evidence and argument to life through written, oral, and visual means. Graduates will apply and adapt this learning to their professional, social, and personal lives.

QEP STUDENT LEARNING OUTCOMES
1.   WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (Evidence-Gathering)

2.   WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (Sense-Making)

3.   WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (Argumentation)

Course Assignments Serving as an Education Preparation Program "Key Assessment":

Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	GLOBE Diagram (KTPS Standard 4) https://docs.google.com/document/d/1F_wqUFnPv7sHN_Z9T8sXLixnZi9XLvCTidm_xzShs4o/edit?usp=sharing
Professional Dispositions	WKU Dispositions Document (KTPS Standard 10) https://docs.google.com/document/d/18823Qi_t4Iw7ilH8-NcF3tJLDbvwi0Key3xcNHAiSLo/edit?usp=sharing
Data and Research driven decision making	Environment Education Unit (KTPS Standards 1,2,4,6,7,8,9) https://docs.google.com/document/d/19cQ7eImTs38LkEqf5Ob3tjIDFf-ZMCNirw_LJL3r7I8/edit?usp=sharing
Integration of Technology in the discipline	Teaching Environmental Education Outdoors (KTPS Standard 3,6,7,8) https://docs.google.com/document/d/19MQ0M_gP6as1ICia5HZvgNCEVpRukEG8wzxpiGm_BnM/edit?usp=sharing
Clinical Practice (integrated practices of diversity)	Teaching a Developmentally Appropriate EE Lesson Using UDL (KTPS 1,2,3,4,6) https://docs.google.com/document/d/1eu21Nw-4HHLDZMOSF3QzfTyy9l2GCYn-cT7RHssB_0A/edit?usp=sharing

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

SPA Standard # and Description	Course Experiences and Assessments
1.1 Questioning, analysis, and interpretation skills	Read the Lorax and Truax; Lorax Rubric

1.2 Knowledge of environmental processes and systems	Read ecology articles; Ecology Reflection Rubric
1.3 Skills for understanding and addressing environmental issues	Research the manufacturing process of an everyday item; Cradle to Grave Infographic Rubric
1.4 Personal and civic responsibility	Watch the Population Connection video, take the ecological footprint quiz and read the tragedy of the commons article
2.1 Fundamental characteristics and goals of environmental education	Read historical documents associated with EE and write a reflection; Historical comparison of EE Rubric
2.1 Fundamental characteristics and goals of environmental education	Read environmental literacy articles and write a reflection; EE Literacy Rubric
2.2 How environmental education is implemented	Read formal, nonformal and informal EE and write a reflection; Formal, Nonformal and Informal EE Rubric
2.2 How environmental education is implemented	KEEC and KELP Rubric
2.3 The Evolution of the Field	Timeline checklist
3.1 Exemplary Environmental Education Practice	Environmental Education Curricula Review (Phase I and II)
3.2 Emphasis on education, not advocacy	Read Two Hats; Two Hats Rubric
3.3 Ongoing learning and professional development	PD Certificate