INTRODUCTION TO ENVIRONMENTAL EDUCATION
ENVE 520 - 450
(3 credit hours)
Fall, 2010, second bi-term

Instructors:

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Mailing Address:

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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 though a series of hands-on experiences, simulations, and reflective discussions.

Course Objectives:

ENVE 520 is designed to:

1. Help students acquire a working knowledge of environmental education principles, vocabulary and current literature.

2. Provide background information and historical data which will give
students an understanding of the history of the environmental education movement.

3. Provide an introduction of basic ecological principles, which are a scientific foundation of environmental education.

4. Prepare students to investigate the natural resource use problems that are challenging this region and state.

5. Encourage the development of values which lead to participation in environmental maintenance and improvement.

6. Assist students in developing a model for a sustainable lifestyle and an ecologically positive model for society.

7. Provide experiences which demonstrate current environmental problems and issues and examine the various cultural, economic and societal positions on those issues.

8. Provide an opportunity to understand your own preparation to teach EE by completing a self assessment of your EE knowledge and skills.

**Content Outline:**

History of the Environmental Education Field

Fundamentals of Environmental Education from variety of educational perspectives

Basic ecological principles

Natural resource review of our region

Environmental issues in our region

Global applications of local issues

Curriculum integration of environmental education subject matter
Literature survey of current materials - texts, activities, audio-visual and online resources

**Readings**


Selected articles from:


**Instructional Activities:**

Assignments in texts, professional journals and media will be utilized.
Student-created projects (will be shared with the class).
Portions of the instructional time will involve active experience, reflective discussions and min-lectures.
One Saturday field experience.
Sample Projects/Activities:

Teaching units in environmental education
An action plan addressing specific environmental issues
An integrated curriculum guide for environmental education
An analysis of media coverage of a regional or local issue
A research paper, including a review of literature
An audio-visual piece designed to teach about an environmental topic

Attendance:

Attendance will be taken and recorded at the beginning of each class period. If a student is tardy, it is the student's responsibility to see the instructor after class to insure that the recorded absence is changed to tardy. Since the development of professional behavior is one of the objectives of this course, attendance is stressed. Please note that some of the instructor's assigned points are earned for punctuality and attendance (minus 10 points per unexcused absence).

Evaluation:

All assignments are due at the beginning of the period on the date given in class or identified in the syllabus. Late work must be pre-approved for credit. In case of extenuating circumstances it is your responsibility to contact the instructor prior to the due date and arrange for a conference. During this conference a mutually agreed upon due date will be negotiated. Work submitted for any other class will not be accepted and assignments that have been plagiarized will be assigned a grade of "F" and could result in the student failing the course. Neatness, use of correct grammar, proper format, etc., will be considered; unless otherwise stated, all assignments must word processed.

Expectations and Grading Procedures:

Individual Project 200 points
Portfolio responses from readings 200 points (includes blackboard exercises)
Environmental Education  200 points
          Curriculum Review (CR)
Examinations  200 points
Class Participation  100 points
(Attendance at all classes and field experiences is expected and will therefore impact a student's grade.)

TOTAL  900 points

Grades will be assigned on the basis of the following scale:

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<tr>
<td>90 - 100</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
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<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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<td>&lt;60</td>
<td>F</td>
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Rating scale scores will be converted to point values.

**Student Disability Services**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Professional Courtesy**

During class times, please silence all cell phones and pagers. Thanks!
Environmental Education Curriculum Review (CR)

Situation:

You are on a committee assigned to review curricula for students in your school or other education program. Committee members will present their findings to the principal, curriculum coordinator and other teachers in the school, or other colleagues. Information and recommendations from this review process will be employed to make curriculum decisions for the EE program.

You have already started this process by doing an initial review of some type of EE curricula. In addition to that beginning piece, follow the process below and ultimately produce a paper which will provide a critique of that same material.

Products to be completed in this part of the process:

1. A completed Curriculum Evaluation Form for the EE curriculum material you choose. Include comments at the bottom of the form or per item to explain your ratings.
2. A written review/critique for the EE curriculum, with reference to items on the Curriculum Evaluation Form. Be sure to include in your written product the level to which this curriculum addressed the principles of NAAEE’s Environmental Education Materials: Guidelines for Excellence. These are Fairness and Accuracy, Depth, Emphasis on Skill Building, Action Orientation, Instructional Soundness, and Usability.
3. PLEASE NOTE: The initial evaluation that you did during Phase I of this process is worth 50 points. The remaining 150 points are distributed via the rubric below.
Curriculum Evaluation Form

Title of Curriculum: _________________________________
Age Range: _________________________________

Each of the following items relate to various aspects of Environmental Education Curricula. Based on your review of a selected curriculum, rate each item on a scale of 1-4 or NA for Not Applicable. The scale is as follows: 1= strongly disagree, 2= somewhat disagree, 3= somewhat agree, 4= strongly agree. This scale may not be as appropriate for some items as others, therefore, make comments on the form as necessary. Place your rating of 1-4 or NA in the blank to the left of each item.

__ 1. The curriculum has a clearly stated theoretical/conceptual base.
__ 2. The curriculum is based on research in an experimental or applied setting.
__ 3. The curriculum was developed through a clearly described, planned process.
__ 4. Data/research on the effectiveness of the curriculum is provided.
__ 5. Data/research supports the effectiveness of the curriculum.
__ 6. Characteristics (e.g. age, type of disability, etc.) of the group of children for whom this curriculum is designed are specified.
__ 7. The curriculum was field-tested on groups of children similar to those with characteristics identified in # 6 above.
__ 8. The conditions (e.g. large group, small group) under which the curriculum was designed to be used are specified.
__ 9. The settings (e.g. home-based, center-based) in which the curriculum was designed to be used are specified.
__ 10. The amount of “teacher training” required before use is stated.
__ 11. The curriculum contains a scope and sequence other skill progression charting system.
__ 12. The curriculum contains a system for assessing children’s entry skills into the curriculum.
14. The curriculum contains manuals with specific directions of how to implement the curriculum.

15. The curriculum contains lesson plans with clearly stated goals, objectives, and instructional procedures.

16. The curriculum contains task analysis of skills.

17. The curriculum contains suggestions for generalizing skills to other settings, materials, etc.

18. The curriculum contains suggestions for adapting for children with special needs.

19. The curriculum materials are durable.

20. The curriculum materials are designed in such a way as to easily review and use.

21. The curriculum materials are attractive.

22. The curriculum contains all materials necessary for implementation.

23. The curriculum contains specific suggestions for involving families.

24. The curriculum contains specific suggestions for preparing paraprofessionals and volunteers to implement components of the curriculum.

25. The curriculum is worth its cost.

Comments:
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<thead>
<tr>
<th>Product/Component</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Completed Curriculum Evaluation Form</td>
<td>(40 pts) All items on evaluation form rated, with rationale for ratings</td>
<td>(30 pts) All items on form rated and rationale for most items</td>
<td>(20 pts) All items on form rated, with limited rationale for ratings</td>
<td>(10 pt) All items on form rated, with no rationale for ratings</td>
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<td>Written Review/Critique</td>
<td>(50 pts) All required components of review included; all components discussed concisely and comprehensively; critique includes clearly stated rationale for comments and reference to the Curriculum Evaluation Form</td>
<td>(40 pts) All required components of review included; most components discussed concisely and comprehensively; critique includes somewhat clearly stated rationale for comments and reference to the Curriculum Evaluation Form</td>
<td>(30 pts) All required components of review included; some components discussed concisely and comprehensively; critique includes vague rationale for comments and limited reference to the Curriculum Evaluation Form</td>
<td>(10 pts) Most required components of review included; components vaguely discussed; critique includes no rationale for comments</td>
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<td>Quality of Written Product</td>
<td>(30 pts) Written product follows accepted rules of grammar and has no spelling errors; product typed/word processed; APA format followed</td>
<td>(25 pts) Written product follows most accepted rules of grammar and has few spelling errors; product typed/word processed; APA format followed</td>
<td>(20 pts) Written product follows some accepted rules of grammar and has some spelling errors; product typed/word processed; APA format followed</td>
<td>(10 pts) Written product follows few accepted rules of grammar and has several spelling errors; product not typed/word processed; APA format not followed</td>
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<td>Extent to which review addressed the NAAEE’s Environmental Education Materials: Guidelines for Excellence</td>
<td>(30 pts) Adequately addressed all six of the NAAEE principles</td>
<td>(25 pts) Adequately addressed only 4 or 5 of the NAAEE principles</td>
<td>(15 pts) Adequately addressed only 1 - 3 of the NAAEE principles</td>
<td>(0 pts) Did not adequately address any of the NAAEE principles</td>
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