

Course Number: SCE 6644
Course Title: Trends and Issues in Environmental Education
Prerequisites/Co-Requisite: SCE 6344, STA 6113 & EDG 6285/EDF 6481
Instructor Name & E-Mail: Dr. Ernest Andrew Brewer (ebrewer2@fau.edu)
Instructor Office Hours:
Mondays 9:30-12:00 Port St. Lucie MP 228
Tuesdays 1:30-2:30 Jupiter EC 202I; 4:00-5:00 Pine Jog
Wednesdays 12:00-3:00 Jupiter EC 202I
Thursdays 10:00-1:00 Jupiter EC 202I

Catalog Description:

This course analyzes trends and issues impacting the field of environmental education, with an emphasis on research preparation. Requirements include: readings, discussions, service learning, and a final project linking course content to proposed research project in the capstone course.

Course Connection to Conceptual Framework:

As reflective decision-makers, students make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals by documenting and presenting knowledge, skills and dispositions that demonstrate understanding of emergent trends and issues in interdisciplinary the field of environmental education.

Required Texts:

- Ernst, J., Monroe, M. & Simmons, B. (2009). Evaluating your environmental education programs. *North American Association for Environmental Education (NAAEE)*.
- Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education* (3rd ed.). pp. 65-104, 173-196, 295-300, 313-328, 349-386, 399-422. Champagne, IL: Stipes Publishing.
- Jacobson, S., McDuff, M. & Monroe, M. (2006). *Conservation education and outreach techniques*. Oxford, NY: Oxford University Press.
- Madfes, T. (Ed.). (2004). What's FAIR got to do with it: Diversity cases from environmental educators. *Environmental Education and Training Partnership (EETAP)*, North American Association for Environmental Education (NAAEE).
- Sobel, D. (2004). Place-based education Great Barrington, MA: *The Orion Society*.

Required Websites:

Association for Advancement of Sustainability in Higher Education (AASHE) <http://www.aashe.org>
Collaborative Inter-Institutional Training Initiative (CITI) <http://www.citiprogram.org>
Department of Environmental Protection (DEP) <http://www.dep.state.fl.us/southeast>
Environmental Education Training and Partnerships (EETAP) <http://www.eetap.org>
FAU Faculty Research <http://www.fau.edu/research/ovp/faculty-research.php>
Helpful Hints for IRB Submissions www.fau.edu/research/res/files/IRB-Hints.doc
League of Environmental Educators in Florida (LEEF) <http://www.leef.florida.org>
Mission Green, Florida Atlantic University Campus Sustainability <http://wwwfau.edu/facilities/sustain>

North American Association for Environmental Education (NAAEE) <http://www.naaee.org>
Purdue Online Writing Lab <http://owl.english.purdue.edu> Key words: review of literature, etc.

Guidelines Used in Developing Course Objectives: NAAEE/NCATE

North American Association for Environmental Education Standards (NAAEE)

National Council for Accreditation of Teacher Education (NCATE)

Course Objectives: <http://www.naaee.org>

1. Students will demonstrate environmental inquiry skills, and use technology as a tool to answer their own questions (2.1).
2. Students will identify, select and investigate environmental issues, and use technology as a tool when conducting these investigations (2.3).
3. Students will identify and evaluate the need for action on specific environmental issues, identify possible action projects, and evaluate potential outcomes of those projects (2.5).
4. Students will apply an understanding of cultural and linguistic diversity when planning, delivering, and improving environmental instruction (3.3).
5. Students will identify the benefits and recognize the importance of belonging to a professional environmental education community (7.1).
6. Students will engage in environmental education professional development opportunities, including technology-based opportunities (7.2).
7. Students will develop a rationale for environmental education and understand the need to advocate for the field of environmental education (7.4).

Written Guidelines (graded acceptable/not acceptable):

- Written component of your final paper must total no more than 15 pages and no less than 10 pages (excluding title page, abstract and reference list).
- Use a #12 Times Roman or equivalent font throughout your written paper.
- Margins must be no more than 1.25" and no less than 1" on all four sides.
- Format all internal citations and reference listings (end of paper) according to APA.
- Accepted rules of English grammar, punctuation, and spelling must be followed.
- Projects must be clipped or stapled. Please do not submit projects in covers or binders.

Recommended Readings:

- Boulmetis, J. & Dutwin, P. (2005). *The ABC's of evaluation: Timeless techniques for program and project managers (research methods for the social sciences)*. San Francisco, CA: Jossey-Bass.
- Elder, J. (2003). A field guide to environmental literacy: Making strategic investments in environmental education. *North American Association of Environmental Educators (NAAEE)*.
- Gore, A. (2006). *An inconvenient truth . . .*. New York, NY: Viking.
- Gore, A. (2009). *Our choice: A plan to solve the climate crisis*. New York, NY: Viking.
- Marcinkowski, T. (2004). Using a logic model to review and analyze an environmental education program. *North American Association for Environmental Education (NAAEE)*.
- Stufflebeam, D. (Number 89, Spring 2001). *Evaluation models*. San Francisco, CA: Jossey-Bass.
- Wiggins, G. (1998). *Educative assessment to inform and improve student performance*. San Francisco: CA: Jossey-Bass.
- Speth, J. (2008). *The bridge at the end of the world*. New Haven, CN: Yale University Press.
- Sutton, P. (2004). *Nature, environmental and society*. New York: Pelgrave Macmillan.
- Yearly, S. (2005). *Cultures of environmentalism: Empirical studies on environmental sociology*. New York, Palgrave, Macmillan.

Course Requirements: DIS=Directed Independent Study and INT=Internship

Assignments and Project Linking Course Content to Capstone Project	Points	% of Course Grade
Required Assignments: <ul style="list-style-type: none"> How my definition of EE has morphed. Individual applications: <i>Place-Based Education</i> Debate: <i>What's FAIR got to do with it?</i> Summaries: <i>Conservation Education and Outreach Techniques</i> Plan to use: <i>Evaluating Your Environmental Education Programs</i> Completion Reports: <i>CITI Modules</i> Which EE organizations will you join (and why)? Mini-Proposal: Capstone DIS/INT Research Project (Faculty? IRB?) Critiques: <i>Essential Readings in Environmental Education</i> 	<p align="center">0</p> <p align="center">Up to 2</p> <p align="center">Up to 3</p> <p align="center">Up to 12</p> <p align="center">0</p> <p align="center">Up to 15</p> <p align="center">0</p> <p align="center">Up to 5</p> <p align="center">Up to 13</p>	<p align="center">0%</p> <p align="center">2%</p> <p align="center">3%</p> <p align="center">12%</p> <p align="center">0%</p> <p align="center">15%</p> <p align="center">0%</p> <p align="center">5%</p> <p align="center">13%</p>
Service Learning (linked to capstone project, 15 hours): <ul style="list-style-type: none"> Interview education directors of 3 different formal and/or non-formal EE programs regarding their educational philosophies and how they believe that their educational programs relate to current trends and issues in EE. Write up the interviews, including your reflections explaining how these programs relate to content studied in SCE 6644 Trends and Issues in EE. Provide a copy of your written interviews/reflections to the directors and request feedback. Do they agree or disagree? Did they learn anything new that they had not considered? Would they consider changing anything that they are currently doing? Document their feedback. 	<p align="center">Up to 5</p> <p align="center">Up to 5</p> <p align="center">Up to 5</p>	<p align="center">5%</p> <p align="center">5%</p> <p align="center">5%</p>
Final Paper Linking Course Content to Proposed EE Capstone Project: <ul style="list-style-type: none"> Introduction (opening): <ul style="list-style-type: none"> Title page: Letter prefix/number/title of course, your name, course instructor, and title of project. Rationale: State the purpose of the proposed cap research project. Review of Literature (25 citations in APA format): <ul style="list-style-type: none"> 2 from <i>Place-Based Education</i> . . . 2 from <i>What's FAIR got to do with it?</i> 6 from your chapter summaries of <i>Conservation Education</i> . . . 2 from <i>CITI Modules</i> 2 from <i>Evaluating Your Environmental Education Programs</i> . . . 5 from your critiques of articles in <i>Essential Readings in EE</i> 3 from your Service Learning interviews 3 from required websites Next Steps (Closing): State how you plan to use the information gathered (assignments, service learning, review of literature) in order to move on to the "next step" in completing your capstone research project. Reference List: Bibliography in APA format. Interactive Presentation: Open with a 10-minute overview explaining the purpose of your project, facilitate a related activity, request feedback. 	<p align="center">0</p> <p align="center">0</p> <p align="center">Up to 2</p> <p align="center">Up to 2</p> <p align="center">Up to 6</p> <p align="center">Up to 2</p> <p align="center">Up to 2</p> <p align="center">Up to 2</p> <p align="center">Up to 5</p> <p align="center">Up to 3</p> <p align="center">Up to 3</p> <p align="center">Up to 5</p> <p align="center">0</p> <p align="center">Up to 5</p>	<p align="center">0%</p> <p align="center">0%</p> <p align="center">2%</p> <p align="center">2%</p> <p align="center">6%</p> <p align="center">2%</p> <p align="center">2%</p> <p align="center">5%</p> <p align="center">3%</p> <p align="center">3%</p> <p align="center">5%</p> <p align="center">0%</p> <p align="center">5%</p>
TOTAL	100	100%

Grading Scale: Scores are cumulative. Grade scale represents percentage of total points earned.

A	96-100	A-	91-95	B+	87-90	B	83-86
B-	80-82	C+	77-79	C	73-76	C-	70-72
D+	67-69	D	64-66	D-	60-63	F	Below 60

Attendance Policy:

According to University policy, “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance” (p. 53) Reasonable accommodations are made for religious observances.

Students with Disabilities:

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca in the Student Support Service Building, (SU 80) in Room 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, JU 312 (772-873-3441) - and follow all OSD procedures.

Honor Code:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Course Outline:

Weeks	Topics	Assignments
8/24	Introductions. Expectations. How my definition of EE morphed: What I thought then. What I think now. Study Teams of 3 students.	How my definition of EE morphed since SCE 6345.
8/31	<i>Placed-Based Education</i> . Review pp. 1-26, discuss the entire text and present your individual applications of the ideas discussed.	<i>Placed-Based ...</i> How will you apply ideas presented?
9/7	Discus and debate <i>What's FAIR got to do with it?</i> Work as a class to select 1-2 issues per team. Study teams meet. Teams debate issues.	<i>What's Fair . . .</i> Prepare to debate (pros/cons) 6 issues.
9/14	Submit summaries . Teams review and present on <i>Conservation Education . . .</i> : Intro and Chapters 1-3: Designing Successful Conservation Education and Outreach; Learning and Teaching with Adults and Youth; and Changing Conservation Behaviors. Apply?	<i>Conservation ...</i> pp. 1-84. Summarize chapters 1-3. Meet by e-mail or in-person. Present one chap per team.
9/21	Submit summaries . Teams review and present on <i>Conservation Education . . .</i> : Chapters 4-6: Conservation Education in Schools; Making Conservation Come Alive; and Using the Arts for Conservation. How will you apply this content?	<i>Conservation ...</i> pp.85-208. Summarize chapters 4-6. Change partners. E-mail or in-person. One chap ea team.

9/28	Submit summaries . Teams review and present on <i>Conservation Education . . .</i> ; Chapters 7-9: Connecting Classes and Communities with Conservation; Networking for Conservation; and Marketing Conservation. How will you apply this content?	<i>Conservation ...</i> pp. 209-336. Summarize chapters 7-9. Change partners. E-mail or in-person. One chap ea team.
10/5	Submit summaries . Teams review and present on <i>Conservation Education . . .</i> ; Chapter 10-12: Getting Out Your Message with the Written Word; Taking Advantage of Educational Technology; and Designing On-Site Activities. How will you apply this content?	<i>Conservation</i> pp 337-436. Summarize chapters 10-12. Change partners. E-mail or in-person. One chap ea team.
10/12	Explain how you plan to use <i>Evaluating Your EE Programs . . .</i> . Share concept and contact information re Cap DIS/INT component. Submit Completion Reports for CITI Modules: 503, 1127, 488, 491 & 14. Discuss and submit critique of article/website/chap on ethics.	<i>Evaluating Your EE . . .</i> Faculty/DEP Research, p.1. First 5 CITI Modules, p. 1. Ethics: article, chapter, site.
10/19	Present mini-proposal for class critique re Cap DIS/INT component. Submit Completion Reports for CITI Modules: 490, 504, 509, 510, 505, 508, 507, 506, 816 & 502. Do you need an IRB ? Why or why not? Which EE organizations will you join (and why)?	Topic? Methods? IRB, p. 1. Last 10 CITI Modules, p. 1. Review EE organization websites listed on p.1.
10/26	Discuss and submit critiques . <i>Essential Readings . . .</i> : Education Reform, Setting Standards, and EE; Environmental Literacy in the United States; The Effects of an Environmental Education Program on Students, Parents, and Community. Link to your Capstone project.	<i>Essential . . .</i> pp. 65-104, critique and prepare to discuss link to your SCE 6196 EE Capstone project.
11/2	Discuss and submit critiques . <i>Essential Readings . . .</i> : Are We Building Environmental Literacy? Investigating and Evaluating Environmental Issues and Actions; A Technique for Analyzing Environmental Issues; Factors Influencing the Development of Environmental Sensitivity. Link to Cap. Approve Service proposals.	<i>Essential . . .</i> pp. 377-386, 173-196 & 295-300, critique and prepare to discuss link to your SCE 6196 Cap project. Service Learning proposals.
11/9	Discuss and submit critiques . <i>Essential Readings . . .</i> : Changing Learning Behavior through Environmental Education; Environmental Education and Environmental Interpretation; Evaluation of Natural Resource Education Materials. Link to your Capstone project.	<i>Essential . . .</i> pp.313-328 & 349-366, critique and prepare to discuss link to your SCE 6196 EE Capstone project.
11/16	Discuss and submit critiques . <i>Essential Readings . . .</i> : Are We Meeting the Goal of Responsible Environmental Behavior? An Analysis of an Anti-Environmental Education Article; The Science Education Reform Movement. Link to your Capstone project.	<i>Essential . . .</i> pp. 367-386 & 399-422, critique and prepare to discuss link to your SCE 6196 EE Capstone project.
11/23	Service Learning presentations. Questions. SPOT Evaluations.	Service learning feedback.
11/30	Final Project : interactive presentation and submit final paper linking course content to your proposed research project in SCE 6196.	Complete final papers and Interactive Presentations.