

Course Prefix/Number/Title: Environmental Education

Number of Credits: 3

Course Description: An introduction to environmental education, including nature, outdoor education and conservation education. Philosophies and methodologies appropriate for a basic understanding of environmental education.

Pre-/Co-requisites: None.

Course Objectives:

- Students will develop a working knowledge of basic principles and philosophy of environmental education.
- Students will understand different teaching and learning styles
- Students will understand how develop an environmental education program both in classroom and field settings
- Students will understand how to evaluate the effectiveness of environmental education programs

Instructor: Michelle Cauley

Office and Hours: Molberg 22; hours by appointment

Phone and Email: 701-228-5498; Michelle.cauley@dakotacollege.edu

Lecture/Lab Schedule: TBD

Textbook(s): Students will be receiving texts, case studies, resources and all materials from their instructor. There is no textbook purchase required.

Course Requirements:

- Utilization of your DCB email is expected. All course messages, announcements, and information will come through that email.
- Regular participation in the class is expected – expect to log in at least twice a week to complete activities and assignments.
- All assignments are practical in nature and useful to the student's future work in Environmental Education – and will be compiled into a usable portfolio. Completion of the portfolio is expected to pass the course.

Assessment Tool:	Percentage of your grade:	Grading Scale
Participation / Professionalism	10%	A = 90 – 100%
Homework / Assignments	40%	B = 80 – 89.9%
Final Presentation and Personal Reflection	20%	C = 70 – 79.9%
Final Portfolio	30%	D = 60 – 69.9%
		F = 0 – 59.9%

Assignments / Homework: There will be a combination of assigned readings, in-class worksheets, projects, and traditional assignments. Homework must be submitted on time to receive full credit. Work submitted late loses 10% per week late.

Participation and Professionalism: This is an online course and therefore, there is incredible importance put on showing up, participating and being an active and respectful member of this course. All communication with the instructor is also considered part of your professionalism. Late work will come off your professionalism grade.

Final Presentation: Your final presentation is an Environmental Education presentation to a group, class, family, etc. It can be presented to anyone – if you are local to North Dakota, the instructor can assist you in getting into a school for your presentation. Your topic and age level of the presentation will be your choice. You will be asked to do a personal reflection after your presentation to consider your work in environmental education and what steps you plan on taking in the future on this subject.

Final Portfolio: It is critical to have a set of tools, resources and ideas ready for when working in the Environmental Education world. Your final portfolio will consist of these items that you can take into your next profession. You will submit an online portfolio at the end of the course with materials that will be helpful in your future employment.

Tentative Course Outline:

Week	Over Arching Topics	Assignment Schedule
1	Introduction to Environmental Education <ul style="list-style-type: none"> ▫ Defining Environmental Education ▫ Historical context and evolution of the field 	<ul style="list-style-type: none"> ★ Welcome Prompts ★ Syllabus Quiz ★ Philosophy of Environmental Education
2	Learning and Teaching Styles for Adults and Youth <ul style="list-style-type: none"> ▫ Effective teaching strategies for adult learners ▫ Child and adolescent learning theories ▫ Age-appropriate environmental education techniques 	<ul style="list-style-type: none"> ★ Opinion Writing: <ul style="list-style-type: none"> ○ Challenges of Teaching Adults vs. Youth ○ Challenges of Teaching School Setting vs. Outdoor Setting
3	Changing Conservation Ideas <ul style="list-style-type: none"> ▫ History of Conservation Movement ▫ Current Trends in Conservation Thinking 	<ul style="list-style-type: none"> ★ Design and conduct a small-scale survey on environmental attitudes ★ Create a timeline of conservation movements using a digital tool
4	Beliefs and Behaviors in Environmental Education <ul style="list-style-type: none"> ▫ Factors influencing pro-environmental behaviors ▫ Strategies for Interventions and behavior change 	<ul style="list-style-type: none"> ★ Design a “change campaign” poster for a specific environmental issue
5	Outdoor Education Settings <ul style="list-style-type: none"> ▫ Facilitating Experiential education in natural settings ▫ Understanding safety and protocols 	<ul style="list-style-type: none"> ★ Scenario Write-Up <ul style="list-style-type: none"> ○ Taking outside lessons and bringing them indoors.
6	Environmental Education in Schools (Part 1) <ul style="list-style-type: none"> ▫ Curriculum Integration ▫ Challenges and Opportunities in formal education settings 	<ul style="list-style-type: none"> ★ Look at state standards and identify an environmental education lesson for various core subjects.
7	Environmental Education in Schools (Part 2) <ul style="list-style-type: none"> ▫ Case studies of successful school programs ▫ Developing environmental initiatives 	<ul style="list-style-type: none"> ★ Design a proposal for a school-wide environmental initiative
8	Project WET <ul style="list-style-type: none"> ▫ Overview and core principles ▫ Hands-on activities and strategies 	<ul style="list-style-type: none"> ★ Create a video tutorial on how to lead a Project WET activity

9	Project Learning Tree (Part 1) ▫ Program structure and resources	★ Answer PLT Scenarios questions on what resources to use in scenarios
10	Project Learning Tree (Part 2) ▫ Outreach Resources ▫ Interdisciplinary connections and applications	★ Create an outline of a Project Learning Tree 8 Hour long workshop
11	Project WILD and Leave No Trace ▫ Programs overview and resources ▫ Activity demonstrations and adaptations	★ Compare / Contrast four resources – ease of use, resources, future plans
12	Other Environmental Education Programs ▫ Explore other resources and opportunities for educators	★ Create an Environmental Resource Guide – compile and annotate resources, websites, books, tools, etc.
13	Citizen Science Opportunities (Part 1) ▫ Introduction to Citizen Science ▫ Benefits for education and research	★ Identify Citizen Science Projects best for grade levels and write a summary explaining reasoning.
14	Citizen Science Opportunities (Part 2) ▫ Designing and implementing projects ▫ Case studies, examples	★ Design a new Citizen Science Project and plan it out
15	Integrating Technology into Environmental Education ▫ Digital tools for data and analysis Virtual environmental education scenarios	★ Compiling and Finalizing Teaching Portfolio
16	Environmental Education Presentations Week ▫ Presentations given ▫ Preparations for Portfolios	★ Environmental Education Presentations Week ★ Reflective Essay on personal growth in Environmental Education and Philosophy changes.
17	Finals Week ▫ Reflections on Presentation experience ▫ Course evaluations and plans in Environmental Education	★ Portfolios Due!

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

1. Demonstrates an understanding of the natural environment.
 - a. Chooses best management practices for sustainability of the natural environment.
 - b. Explains the impact of human activity on the environment.
2. Applies scientific information in everyday life.
 - a. Recognizes the role of science in nature and society.
 - b. Demonstrate knowledge of how to connect concepts and use differing perspectives to engage learners.

Relationship to Campus Focus: Environmental Education allows students to learn to teach effectively about nature and use technology to further their knowledge in the field.

Classroom Policies:

- Students are expected to be polite and respectful of the instructor and other students through any communication and activities.
- All assignments are due in a timely fashion. All assignments not turned in on time are subject to a minimum of 10% deduction on final score.

- When in doubt – communicate! Email and office hours are the easiest ways to let your instructor know of any issues or emergencies that arise.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon vital information conveyed via campus email rests with the student.

Academic Integrity: According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

- **AI Tools:** Artificial Intelligence tools like ChatGPT and other copilots are **not** prohibited in the course. In fact, we will explore their uses (and potential issues) throughout the semester. Keep in mind that:
 - You must submit original work (not generated by AI) for all assessments in this course. That means citing if you use AI-generated text and how you apply it in your work.
 - Large language models (LLM) like ChatGPT have been known to supply inaccurate information and fake citations. Use your information literacy skills to corroborate AI information if you are using it in your research. Failure to cite your use of AI or fabricated information could result in your violation of the Academic Integrity Policy (see above).
 - Different assignments will allow different levels of AI use. Read directions and prompts carefully. AI is useful but does not take the place of the human elements of critical thinking and emotion.

Disabilities or Special Needs: Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX: Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.