Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: School of Forestry and Wildlife Sciences

2. Course Prefix and Number: FOWS 2033

3. Effective Term: Summer 2013

4. Course Title: Introduction to Environmental Education

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   - Contact/Group Hours: 9
   - Scheduled Type: Distance/Lecture
   - Weekly or Per Term: Weekly
   - Credit Hours: 3
   - Anticipated Enrollment: 30

7. Grading Type: Regular (ABCDF)

8. Prerequisites/Corequisites:
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.

9. Restrictions: List specific restriction in space above.

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Students will learn about the historical and theoretical foundations of environmental education while participating in experiential learning exercises.

11. May Count Either:
    Program Type: Program Title: Requirement or Elective?
    (e.g.: minor, major, etc.) (e.g.: MS in Chemistry, Performance Option, Minor in Art) (required or optional?)

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units’ Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:
This is the first distance education course submitted from the School of Forestry and Wildlife Sciences. It offers us the opportunity to examine the possibility of greatly expanding our School’s reach both on and off campus to students that are unable (or unlikely) to attend a traditional course. The subject matter of this proposal is likely to be of interest to a broad range of students and solidly within the expertise of our faculty. It is a topic not currently available elsewhere on campus.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Development costs were made available by the distance learning program of the Biggio Center. Ongoing costs for instruction will be offset by course revenues generated by enrollment.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
Upon completion of the course, students will be able to:
1. define environmental education and articulate the 5 (five) subgoals.
2. describe the theoretical underpinnings associated with environmental education and explain the overlap with biophilia, sustainability, and ecological literacy.
3. articulate the various forms of environmental education including general awareness of programs such as Project Learning Tree, Project WET, and Project Wild
4. to identify and locate environmental education resources for use in both formal and informal educational settings.
5. define place-based education and how it aligns with the primary tenets of environmental education.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
SUMMER MINI-SEMESTER CALENDAR:
Week 1 (Unit 1)--Introduction to Environmental Education
Foundations
• Lecture 1a: Course and instructor introduction (posted on Canvas)
• Introductions to other students (asynchronous discussion—details on Canvas)
• Read What is Environmental Education (EE)?
• Fundamentals of EE: Read William Stepp and the Concept of Environmental Education
• Fundamentals of EE: Exploring the Tbilisi Declaration (reading, reflection)
Further Exploration
• Significant EE History (reading)
• Lecture 1b: Experiential education and EE—making the link
- Parker Palmer framework
- Inquiry-based education vs. Lecture-based education
• Guided reading/lecture questions (study guide for unit 1)
Application
• Assignment #1: Autobiographical nature timeline (Due Friday of week 1)
• Asynchronous discussion (on-going throughout week—see above—more information on Canvas)
Week 2 (Unit 2)--Ecological Literacy Foundations
• Lecture 2: What is ecological literacy (eco-literacy)?
- Eco-literacy and sustainability
• Thinking ecologically & the “pattern that connects” Further Exploration
• Eco-literacy
- David Orr lecture (linked on canvas) & written reflection
- Fritjof Capra lecture/reading (linked on canvas) & written reflection
• Guided reading/lecture questions (study guide, unit 2)
Action
- **Assignment #2**: Nature Immersion Journal (Part 1)—Ecological Literacy Theme (Due Friday of week 2)
- Asynchronous discussion (on-going throughout week)

Week 3 (Unit 3)—Forms of EE & Professional Responsibilities Foundations
- Lecture 3: Intro to forms of EE and professional responsibilities
  - Environment as an integrating context
  - Exemplary EE practice
  - Knowing your students/audience
  - Teaching toward "wide-awakeness" (Greene)
  - Flow theory, relaxed alertness, and "optimal" education
- Place-based Education
- Read David Orr chapter
- Read G. Smith article
- Education for Sustainability (Santone)
- Guided Reading Questions (study guide for week 3)

Further Exploration
- What is Citizen Science (reading)
- Education for Mitigation and Education for Adaptation (link)
- Guided Reading Questions (study guide for week 3)

Action
- **Assignment #3**: Nature-immersion journaling activity (Part 2)—AWARENESS/OBSERVATION Theme (Due Friday of week 3)
- Asynchronous discussion (on-going throughout week)
- Professional development opportunities (see web-link on Canvas)

Week 4 (Unit 4)—Planning and Implementation Foundations
- Lecture 4: Introducing Planning & Implementation
- Read: Identifying EE goals and learner outcomes [Conservation Ed. Book]
- Learning and teaching for adults and youth [Conservation Ed. Book]
- Pedagogy, learning styles, optimal teaching approaches
- Academic standards and environmental education
- Conservation education book
- Integrating Environmental Education into curriculum [Conserv. Ed. Bk.]

Further Exploration
- Employing instructional methodologies
- Identifying and evaluating EE materials and resources
- See web-links provided earlier
- Five Stages of group development
- Guided Reading Questions (study guide for week 4)

Action
- **Assignment #4**: Bioregional Mapping Exercise (Video presentation and map due Friday of week 4—more info on Canvas)
- Asynchronous discussion (on-going throughout week)

Week 5 (Unit 5)—Sustainability and Environmental Education Foundations
- Lecture 5: Connecting the dots...
  - Thinking ecologically (tying it all together)
  - What is sustainability?
  - An "ecology of mind" (Bateson based thinking and integrative ecology)
  - Bioregionalism and environmental education
  - Biodiversity and diversity of thinking
  - Bioregional thinking and sustainable communities

Further Exploration
- Spirituality and the environment
  - Watch Willi Unsoeld video and reflect
- Guided Video/Lecture Questions (study guide for week 5)

Action
- **CULMINATING PROJECT**: Annotated bibliography (Due Monday of fifth week)

FINAL EXAM (Check canvas for date & time)
18. Assignments / Projects:

Assignment Descriptions
Course Grade Component Number 1 Active Learning Exercises (ALE) 25%
The four (4) active learning exercises (described below) will be assigned at
the end of Unit 1, Unit 2, Unit 3, and Unit 4. These assignments serve as a
culminating component for Units 1-4 while deepening content knowledge in
a way that is experiential.

ALE Assignment #1: Autobiographical nature timeline
This assignment requires students to reflect on personal encounters with
the natural world. The student will select significant "turning points"
associated with experiences in nature and reflect on how these experiences
have shaped his or her perceptions and values pertaining to environmental
education and stewardship. This assignment addresses course learning
objective number 2 (SWBAT describe the theoretical underpinnings
associated with environmental education and explain the overlap with
biophilia, sustainability, and ecological literacy) by exploring how one's
experiential encounters with the natural world impacts their ethic of
stewardship, connection with the land base (biophilia), and one's
understanding of ecological systems (ecological literacy).

ALE Assignment #2: Nature Immersion Journal (Part 1)—Ecological
Literacy Theme
The Nature Immersion Journal exercise is designed to deepen the student's
experiential connection to the natural world by requiring the student to find
a "spot" in nature that is at a green space [State Park, National Forest,
Private Forest (with permission), Wooded City Park, etc] and make
observations in this spot. For Part 1 students will need to make three 30
minute long observations, on 3 different days, from the same "spot" at
around the same time of day. Students will take notes during these
observations of the natural world (phonological notes—weather, wind, sun,
bud bursts, wildlife etc). Students will then reflect on this nature immersion
experience and write, from a holistic perspective (Mind, Body, Spirit, and
Emotion), how the experience impacted him or her. There will be a specific
structure provided for the student in terms of the physical observation, the
reflection, and guided questions to help the student make connection to
the concept of ecological literacy (a core theme of environmental
education). This assignment addresses course learning objective number 2
and course learning objective number 5.

ALE Assignment #3: Nature Immersion Journal (Part 2)—Awareness and
Pedagogical Possibility
This Nature Immersion Exercise (Part 2) contributes another layer to the
Nature Immersion Journal Part 1 activity by adding an application
component. Students will follow the same guidelines in terms of the nature-
based observation, yet they will also be asked to come up with ways to
mentor future students while encountering nature. Students will be asked
to reflect upon their personal encounter with this exercise and to identify
ways to optimally guide future students through a similar nature immersion
exercise. A specific structure will again be provided for the student (as in
Part 1) to help the student draw upon content already covered in the course
and to integrate the content throughout the writing. This assignment
addresses course learning objective number 2 and course learning
objective number 1, 2, & 5.

ALE Assignment #4: Bioregional Mapping Exercise
The bioregional mapping exercise allows the student to encounter a place-
based education teaching technique in an introductory map-making activity.
Students will present their map in the form of a recorded video as well as
turning in their map as a PDF through Canvas (course learning objective
number 5).

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each
assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Active Learning Exercises 25%:
The active learning exercises will be assigned at the end of weeks 1, 2, 3, and 4. These assignments serve as a culminating component for the weeks while deepening content knowledge in a way that is experiential.

Asynchronous Discussions 25%:
Weeks 1-4 you will be required to participate in asynchronous discussions (posting a response to that week's assigned prompt and constructing meaningful responses to two other people's posts). Details for the asynchronous discussions will be posted on the Canvas discussion page.

Annotated Bibliography (Final Project) 25%:
The annotated bibliography is a project that requires in depth research into a particular Environmental Education topic. It will involve reviewing relevant literature and summarizing the selected literature while including an introduction and conclusion addressing the connection to environmental education and the ways that the reviewed literature integrates with themes covered within the class.

Final 25%:
The final will be cumulative (weeks/units 1-5). It will include multiple choice, short answer, fill-in-the-blank questions, and an essay. The guided reading questions (offered each week) enable the student to better prepare for the final by providing a framework with which the student can guide his or her studying process.

A standard grading scale will be used:
- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F < 60%

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale, for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e. rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2066 (V/TT).
Supplemental Information for Addition of Distance (DE) Course
Introduction to Environmental Education for Sustainability

Question 7
Justification of DE Delivery:
Opportunity to offer a general interest course within the expertise of our faculty while learning the DE process, problems, and potential. We are seriously considering a substantial expansion of our DE offerings to better serve our constituents that are unable to access traditional courses.

Question 8
Access to Resources:
All required course content will be delivered via Canvas.

QUESTION 9
Course Content Delivery:
The material for this course will be delivered through the Auburn University Canvas Learning Management System. There will be five digital video lectures of the instructor, posted on canvas, which will introduce each of the five learning units throughout the mini-semester. These lectures will provide a conceptual framework for the students to build upon as they undergo the associated learning exercises, associated with each unit (foundations, further exploration, and application). Also, there will be readings assigned with each unit/week and ungraded, guided reading questions. These reading questions will help facilitate student learning by enabling students to focus their studies upon the most relevant weekly themes/concepts. In addition to the lectures and assigned readings there will be an on-line, asynchronous, discussion associated with unit/week numbers 1-4. These discussions will occur through the discussion page on Canvas. The discussion topic, or question, will be aligned with the corresponding unit theme or assignment (please refer to the course calendar for more chronological detail). There are 5 assignments, including the final project, that occur during the semester (weekly for the summer mini-semester). All of the assignments will be submitted through canvas as digital attachments. This will also be submitted via Canvas. For more information about the assignments please refer to the “Course Proposal: Introduction to Environmental Education for Sustainability” document. The course proposal explains the assignment requirements and how they align with the course learning outcomes.

QUESTION 10
Course Interaction:
Digital office hours:
The instructor will provide digital office hours on Tuesdays and Thursdays 11:30am-12:30pm and by appointment. Students will be able to contact the instructor through e-mail or via SKYPE (Skype contact information will be provided on the course syllabus).

Instructor E-mail policy:
On weekdays when university classes are in session, the instructor will respond to student e-mails within 24 hours.

*Asynchronous discussions:*
There will be an on-line, asynchronous discussion associated with unit/week numbers 1-4. These discussions will occur through the discussion page on Canvas. The discussion topic or question will be aligned with the corresponding unit theme or assignment (please refer to the course calendar for more chronological detail).