

Georgia College & State University
Department of Outdoor Education
OED 3510: Foundations in Environmental Education

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1. Catalog Description

Provides historical, theoretical, and experiential understanding of program and management practice associated with the use of "challenge courses" in education, recreation and therapeutic settings. Technical skill development, facilitation strategies, safety procedures, equipment management, and program design are addressed. Field trips may be required. Students may not receive credit for ODED 2130 and ODED 3210.

2. Relationship of Course to Department and University Mission

The mission of the Department of Outdoor Education is to provide a learning community of faculty, staff, and students dedicated to the development of professional outdoor educators who are grounded in the liberal arts tradition at [Georgia College & State University](http://gcsu.edu)¹. The Department is committed to exemplary teaching, scholarship, service, and practice that promotes holistic wellness, fosters stewardship of natural environments, and creates opportunities for positive change. We ascribe to the principles of experiential education set forth by [The Association for Experiential Education](http://www.aee.org)² and believe that professionalism is central to the pursuit of excellence.

The mission of Outdoor Education academic programs enhance the university [mission](#) and liberal arts [principles](#) through interactive learning, applied learning, service learning, nationally recognized collaborations, professional development opportunities, and course requirements.

3. Learning Outcomes

The conceptual framework for this course based on the believe that environmental education is a interdisciplinary approach to informing human beings about ecosystems, their impact on ecosystems, their ability to live more lightly on the planet and contribute to planetary health, and opportunities for integrating environmental education with outdoor education. To this end learning outcomes for the course are:

- a. Identify basic elements of planet ecosystems including mountains, freshwater, caves, desserts, ice worlds, jungles, and shallow and deep oceans that provide a foundation for the development of environmental education opportunities;
- b. Investigate critical social and political human impact on the environment;
- c. Examine educational models related to environmental education;
- d. Acquire a professional development credential suitable for implementation in outdoor education programs;

¹ <http://gcsu.edu/about/index.htm> (retrieved August 10, 2010).

² <http://www.aee.org/about/whatIsEE> (retrieved August 10, 2010).

e. Implement environmental education programs.

4. Course Outcomes Mapped to Program Learning Outcomes

Course Outcomes	BS in Outdoor Education
a. Identify basic elements of planet ecosystems including mountains, freshwater, caves, deserts, ice worlds, jungles, and shallow and deep oceans that provide a foundation for the development of environmental education opportunities;	<p>Program Goal 5: Graduates are prepared to assume civic and environmental responsibilities associated with the practice of outdoor education.</p> <p>1. Students will examine the role of environmental education and interpretation in outdoor education.</p> <p>3. Students will interpret natural and cultural history for outdoor education programs.</p> <p>4. Students will develop a professional environmental philosophy.</p>
b. Investigate critical social and political human impact on the environment;	<p>Program Goal 5: Graduates are prepared to assume civic and environmental responsibilities associated with the practice of outdoor education.</p> <p>2. Students will assess the impact of social and environmental issues on the delivery of outdoor education programs and services.</p> <p>3. Students will interpret natural and cultural history for outdoor education programs.</p>
c. Examine educational models related to environmental education;	<p>Program Goal 2: Graduates are prepared to integrate experiential education theory and philosophy in outdoor education programs.</p> <p>1. Students will plan programs for a wide range of client groups,</p> <p>Program Goal 5: Graduates are prepared to assume civic and environmental responsibilities associated with the practice of outdoor education.</p> <p>1. Students will examine the role of environmental education and interpretation in outdoor education.</p>
d. Acquire a professional development credential suitable for implementation in outdoor education programs;	<p>Program Goal 2: Graduates are prepared to integrate experiential education theory and philosophy in outdoor education programs.</p> <p>1. Students will plan programs for a wide range of client groups, contexts, and outcomes.</p> <p>2. Students will apply experiential strategies to program implementation.</p> <p>Program Goal 5: Graduates are prepared to assume civic and environmental responsibilities associated with the practice of outdoor education.</p> <p>1. Students will examine the role of environmental education and interpretation in outdoor education.</p> <p>2. Students will interpret natural and cultural history for outdoor education programs.</p>

e. Implement environmental education programs.

Program Goal 2: Graduates are prepared to integrate experiential education theory and philosophy in outdoor education programs.

1. Students will plan programs for a wide range of client groups, contexts, and outcomes.
2. Students will apply experiential strategies to program implementation.
3. Students will assess program effectiveness using a variety of strategies.

Program Goal 5: Graduates are prepared to assume civic and environmental responsibilities associated with the practice of outdoor education.

1. Students will examine the role of environmental education and interpretation in outdoor education.
2. Students will interpret natural and cultural history for outdoor education programs.

Course Policies

Participation

Students are expected to come to class prepared to participate fully in class discussions and interactions with guest speakers. This includes being dressed appropriately, alert, and having completed all assigned readings and assignments in advance.

Attendance

Medical and family emergencies constitute acceptable reasons for an excused absence. Two (2) points will be deducted from the final grade for each unexcused absence. Excused absence. Advise the instructor in advance if you require an excused. Class absences exceeding 2 hours may result in the lowering of a student's grade by 1 letter grade for each 2 hours missed. Absences exceeding 4 hours may result in the administrative removal of a student from the course. Tardiness will be counted as a minimum of 1 hour of absence.

Late Submissions

One (1) point per day will be deducted for assignments that are not submitted on time without prior permission from the instructor. Some assignment due dates and times may be renegotiated in class based changes to the course schedule, field trips schedule changes, or other legitimate reasons beyond the student's control.

Electronic Devices

Please silence all beepers and cell phones during class unless it is required for an emergency contact and in this case notify the course instructor. No e-mail, internet or text messaging will be permitted during class. Computers may be used for taking notes at appropriate times. Student will receive two (2) warnings before being asked to leave class. This instructor uses Turnitin.com to obtain a comprehensive assessment of potential plagiarism. This instructor uses Citeref.com to help assess the use of correct APA format for all citations including indirect use of ideas that are not original. If you are concerned google and if it turns up credited to someone else, original citation is suggested – or run your paper through the free service offered by citeref.com.

Group Projects

This instructor uses cooperative learning teaching strategies in several classes to promote positive interdependence, fact-to-face promotive interaction, individual accountability, interpersonal and small group skills, and group processing. Individual students will assess group member performance using a confidential assessment form. Individual grades may be adjusted up or down based on confidential peer assessment of performance.

Confidentiality

Outdoor education programs, by their nature, often create opportunities in which participants disclose information that should not be shared outside of the program. Outdoor educators normally discuss this ethical principle early on in a program. This principle applies to outdoor education classes at Georgia College and programs led by Georgia College students. Students are expected to respect the confidentiality of other students when information is sensitive, could lead to the identification of a student, or could create an emotionally or socially unsafe environment in or out of classes.

Georgia College Policy

Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

The full policy and prescribed procedures can be found here: [Link](#)

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Student Opinion Surveys Statement

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Academic Code of Conduct

The integrity of students and their written and oral work is a critical component of the academic process. All written work submitted in this course will be individual work unless otherwise instructed. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the [Undergraduate Catalog](#). Remember that allowing another student to copy one's own work is considered cheating. Also see the student Honor Code at:

<http://www.gcsu.edu/studentlife/handbook/code.htm>

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area. For more information on other emergencies, please visit <http://www.gcsu.edu/emergency/actionplanmain.htm>

5. Course Activities

- a. lectures, videos
- b. group discussions
- c. service learning
- d. program implementation
- e. presentations
- f. professional development and training

6. Instructional Technology Objectives

- a. data base finding
- b. web finding and filtering

7. Tentative Course Topics

- mountain, freshwater, cave, desert, ice, jungles, shallow sea, deep ocean, forest, and plains ecosystems
- species, wilderness, and human sustainability
- environmental education impact, models, programming, professional credentials
- environmental education and outdoor education

8. Diversity

Outdoor education professional standards call for accountability with respect to valuing diversity in individuals, groups, communities, and organizations. Racial, gender, and social diversity is explicit or implicit in course topics.

9. Tentative Field Experiences

Program implementation locations to be determined. Professional training credential opportunities will be selected by students.

10. Assessment³

Assignment		Point Value	Scale
Class Preparation and Participation	- quizzes living lightly progress report -reading assignment discussions, notes, questions, etc. - attendance - engagement - service learning	40 pts	90 – 100 = A 75 – 89 = B 65 -74 = C 50 – 64 = D <50 = F
Environmental Education Philosophy	- Rubric-based assessment	25 pts	
Environmental Education Interview Report	- rubric-based assessment	40 pts	
Professional Credential and/or Service Learning	- TBA	25 pts	
Total Points		190 pts	

³ Assignment descriptions will be distributed in class. They will include assignment learning outcomes (criteria for assessment) and assignment procedures.

11. Required Reading

Readings will be distributed by email or in a shared dropbox.

12. Student Preparation & Expectations for this Class

- interact with others in a constructive professional manner;
- be punctual and engaged;
- abide by professional and ethical standards of practice;
- come to class prepared to participate fully in class discussions by reading well in advance and bringing questions, notes, insights, etc.;

13. Assignment Descriptions will be distributed on a per-assignment basis. Descriptions will include learning outcomes and procedures as appropriate.

Tentative Course Schedule

Date	Topic	Preparation
J-13	Introduction & Overview of Class Structure Environmental Knowledge Assessment Living Lightly Assessment	
J-20	MLK Holiday	
J-27	Syllabus Living Lightly Ecosystems & Human Impact The Value of Environmental Education Discussion groups assigned	<p>Visit and review: http://www.landmarklearning.org/course-calendar.php and http://eeingeorgia.org/core/event/calendar.aspx?show=list&s=0.0.0.4863#sd=01/26/2014&ed=4/30/2014+11:59+PM&distance=100&profdev=28400 for professional development credentialing opportunities Google Definitions of Environmental Education: copy and paste into a word document – send to jude.hirsch@gcsu.edu and bring a hard copy to class Read: Knapp_PlaceBased_JEE-27-3 Read: Goralnik etal_Environmental Pedagogy of Care JEE-35.3.pd</p>
F-3	Living Lightly Progress Report Ecosystems: Caves Environmental Education: What, When, Why, How, Where Discussion groups assigned Credential/Service options discussion	<p>Read: Yerkes_ Outdoor Education and Environmental Responsibility; Seaman_Ch 4-Dewey and Outdoor Education Bring 1-2 page notes, insights, questions, etc.</p>
F-10	Living Lightly Progress Report Ecosystems: Deserts Environmental Education – Central features and outdoor Educator Roles and Responsibilities discussion of readings for J-27 and F-3 (Dewey carried forward to F-17)	<p>Read: Van Matre -Ch 1 Environmental Education Mission Gone Astray Bring 1-2 page notes, insights, questions, etc.</p>

<p>F-17</p>	<p>Living Lightly Progress Report Ecosystems: Ice Worlds Environmental Education: Acclimatization Central features and outdoor educator roles and responsibilities discussion of readings (Dewey, Baker)</p>	<p>Read: NAAEE Guidelines Read: Van Matre -Ch 2 A Sense of Relationship Read: Baker_JEE_27-3.pdf Bring 1-2 page notes, insights, questions, etc.</p>
<p>F-24</p>	<p>Living Lightly Progress Report Ecosystems: Jungles Environmental Education: Earth Education Whys & Project-based Learning Site Interview – Assignment Description</p>	<p>Read: Van Matre_Ch3_The Whys.pdf Read: Wurdinger Carlson_Ch4 Project-Based Learning Bring 1-2 page notes, insights, questions, etc. Visit: http://wikipedia.org/wiki/List_of_nature_centers_in_the_United_States - pick two states and review 2 programs in each state by visiting websites, google, etc. Pay attention to mission, goals, values, program descriptions and variety, staff profiles if available, scope of clients, location, range of programs and their descriptions, etc. Also on what you have learned about EE definitions & philosophy thus far). You might also visit specific NAAEE membership states websites, or professional OE websites like AEE, outdoored.com, etc. Create: an executive summary for your <u>top 2 picks and send the name, location, and URL for them to jude.hirsch@gcsu.edu</u></p>
<p>M-3</p>	<p>No Class: Shenandoah University Risk Management Audit by Jude Hirsch and Courtney Garwood</p>	<p>Read: Writing a philosophy statement – start thinking with the end product in mind. Read: Van Matre_Ch4_The Whats Read: Wurdinger Carlson_Ch3 Problem-Based Learning & Inquiry-Based Learning; Wurdinger Carlson_Ch6 Place-Based Learning Bring 1-2 page notes, insights, questions, etc. for class discussion on M-10</p>
<p>M-10</p>	<p>Living Lightly Progress Reporting Ecosystems: Mountains Human Impact: World Watch Trends Environmental Education: Synthesis of models thus far</p>	<p>Read: Van Matre_Ch4_The Whats Read: Wurdinger Carlson_Ch3 Problem-Based Learning & Inquiry-Based Learning; Wurdinger Carlson_Ch6 Place-Based Learning Bring 1-2 page notes, insights, questions, etc.</p>

M-17	<p>Spring Break</p> <p>Contact: Instructor approved interview site by phone to ask permission for speaking to them. Follow up with a confirmation email and copy to jude.hirsch@gcsu.edu.</p> <p><u>Interviews must take place between A-9 –A-20.</u></p>	<p>Create:</p> <ol style="list-style-type: none"> 1. A word file containing contact information, mission, goals, program descriptions, client group profile, and a summary of what kind of environmental education you believe is offered. 2. A word file draft of Interview protocols and probes. Remember to refer to NAAEE guidelines and information from reading about EE programs. <p>Submit: both documents to jude.hirsch@gcsu.edu no later than M-22 at 5pm. <u>Without exception</u> – interviews will not be permitted without permission from the course instructor.</p>
M-24	<p>Ecosystems: Fresh Water</p> <p>Human Impact on Ecosystems: Video</p> <p>Environmental Education: The Ways; Expeditionary Learning</p>	<p>Read: Van Matre_C5- Ways</p> <p>Visit: http://elschools.org/ fully explore the site including (but not limited to) our approach, our results, educator resources, and about us (history). Find an expeditionary learning program that includes environmental education to share about. Be prepared to speak to the similarities and differences between other models discussed in class.</p> <p>Bring 1-2 page notes, insights, questions, etc.</p>
M-31	<p>No Class: Florida Atlantic University Risk Management Audit by Jude Hirsch, Dana Zieba and Nate Oglesbee</p>	<p>Work on Environmental Education Philosophy and Final Interview Protocols</p>
A-4-6	<p>Tentative Training Option</p>	<p>Logistics TBA</p>
A-7	<p>Ecosystems: Shallow Seas</p> <p>Environmental Education: Program development and assessment</p> <p>Site Interview: Confidentiality, Interview Technique, Interview transcription and reporting</p>	<p>Bring: Final Interview Protocols</p> <p>Read: Van Matre_Ch6_ Building your own program</p> <p>Read: Martin et al_ Environmental Virtue in Expeditionary Learning_JEE-2008_30.3;</p> <p>LongTermImpacts_ENVEDResearch</p> <p>Bring 1-2 page notes, insights, questions, etc to the A-7 class</p>
A-9	<p>Interviews may Begin</p>	<p>Submit: Final Interview Protocols to jude.hirsch@gcsu.edu</p>
A-14	<p>Ecosystems: From Pole to Pole</p> <p>Ecosystem Concepts</p> <p>Human Impact on Ecosystems: Video</p>	
A-20	<p>Interviews End</p>	
A-21	<p>Meet at LLL</p>	<p>Bring: Lunch</p> <p>Dress: appropriately for weather conditions</p>

A-28	Meet at LLL	Due: Site Interview Report by email attachment to jude.hirsch@gcsu.edu Bring: Lunch Dress: appropriately for weather conditions
M-5	Interview Site Discussion	
M-8	Interview Site Discussion Final Exam Period is 8am-12:45 pm We will meet from 9am-12pm	
M-10		Due: Teaching Philosophy, Service Learning Report, Credential Verification

CATS Service Learning Dates

Date/Day of the Week	Time	Location	Description
Tuesdays	11:00 a.m. – 12:00 p.m.	GC Campus Chappell Hall Room 115	Life Enrichment Center Science Enrichment (Adults with developmental disabilities. Programming is flexible if students wanted to create an environmental education piece for them)
February 26 Wednesday	900 – 130	GC Campus Various Locations	Jeffersonville 2 nd Grade to GC. History and Science. Teams will visit the Governor's Mansion and Sallie Ellis Davis House as well as participate in hands-on science activities.
March 7 Friday	900 – 130	GC Lake Laurel	Jeffersonville 4 th to Lake Laurel. Life cycles, ecosystems and extinctions will be covered. Pond Life is an activity requested
March 26 Wednesday	900 – 130	GC Lake Laurel	Brentwood 2 nd to Lake Laurel
April 9 Wednesday	900 – 200	GC Lake Laurel	Blandy 2 nd to Lake Laurel
April 11 Friday	900 – 200	GC Lake Laurel	Blandy 2 nd to Lake Laurel
April 30 Wednesday	900 – 100	GC Lake Laurel	GNETS 5 th to Lake Laurel