Campbellsville University

School of Education 2019 G6
ED/ENV 540: Foundations of Environmental Education

Instructor: Dr. Robin Magruder

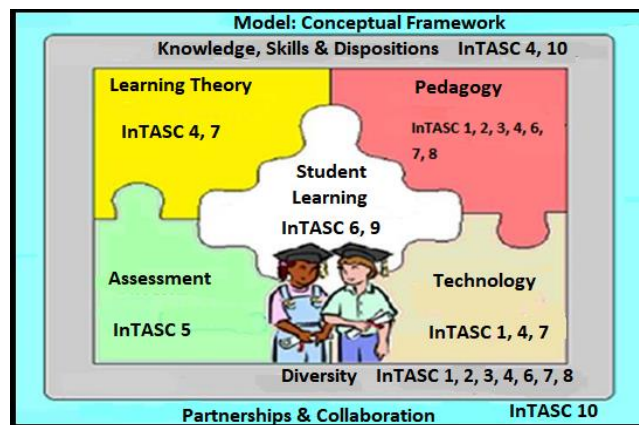**Office Phone: (270) 789-5139**

Office Hours: Virtual office hours by appointment

Cell Phone: (502) 349-8843

Email: rlmagruder@campbellsville.edu

*Campus Security numbers: Office **(270) 789-5555**, Cell **(270) 403-3611***

"Empowerment for Learning"

Textbook:
None

Pre-requisites: **None**

Course Description:
This course is an examination of mankind's relationship to the environment with an emphasis on current environmental problems. This course is required for an Environmental Education Endorsement at the graduate level.

PROFESSIONAL STANDARDS addressed in this course:

Aligned with ➤ Assessment ↴ (point values)	KTPS/ InTASC Diversity Indicators	KTPS/ InTASC	ILA Standards	Technology (Yes or No)	SPAs (NAAEE Guidelines)	CAEP
Writing Prompts Respond to relevant topics related to environmental education.		4J, L, 9G, K, 10N	1.1, 5.3	Yes	1.1, 1.2, 1.3, 3.3	1
Environmental Education Program Evaluation Summarize and evaluate program offerings of local agency. <mark>(Clinical Experience)</mark>	2H	3K, M, 10N	1.1	Yes	1.1, 1.2, 1.3, 3.3, 4.5, 5.1, 5.2, 5.3	1
Explore Learning Gizmo Complete and evaluate gizmo.	1G, 2H	3M, 4J, L, N, 5L, P	1.3, 2.2	Yes	3.1, 3.2, 5.1, 5.2	1
Correlate NAAEE and NGSS Correlate NAAEE guidelines and NGSS standards.		4L, N, 5I, K, P, 7G, H	1.1, 2.2, 6.1, 6.3	Yes	Various	1
Environmental Education Unit Develop environmental education unit and assessments. <mark>(includes TEN</mark>	1B, 1G, 4M, 5G	1A, B, E, G, 2B, C, D, F, 3F, 4A, B, D, E, H, I, 5A, B, D, E, H	1.1, 2.1, 2.2, 3.2, 4.1, 6.1, 6.2, 7.1	Yes	Various	1

hours of clinical)		6A, C, H, I, J, K, O 7B, D, E 8A, C 9G, H, K, L 10 T				

CU Diversity Proficiencies (from KTPS)
1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
2N The teacher makes learners feel valued and helps them to learn to value each other.
3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Interstate Teacher Assessment and Support Consortium (*InTASC*)
      InTASC 1 Learner Development
      InTASC 2 Learner Differences
      InTASC 3 Learning Environments
      InTASC 4 Content Knowledge
      InTASC 5 Application of Content
      InTASC 6 Assessment
      InTASC 7 Planning for Instruction
      InTASC 8 Instructional Strategies
      InTASC 9 Professional Learning and Ethical Practice
      InTASC 10 Leadership and Collaboration

International Literacy Association (*ILA*)
      Standard 1 Foundational Knowledge
      Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation
Standard 4 Diversity
Standard 5 Literate Environment
Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (*CAEP*)
Standard 1 Content and Pedagogical Knowledge
Standard 2 Clinical Partnerships and Practice
Standard 3 Candidate Quality, Recruitment, and Selectivity
Standard 4 Program Impact
Standard 5 Provider Quality Assurance and Continuous Improvement

Specialized Professional Association (SPA) Standards
(i.e. early childhood, special education, school counselors)

NAAEE Standards for the Initial Preparation of Environmental Educators

1. STANDARD 1. Nature of Environmental Education and Environmental Literacy. Candidates demonstrate knowledge of the evolution, purposes, defining characteristics, and guiding principles of environmental education, as well as the fundamentals of environmental literacy. They understand that environmental education is an evolving field. This knowledge provides a solid foundation on which environmental educators can develop and continue to improve their own practice. [Note: This standard relates to the ability of the candidates to define environmental education and the components of environmental literacy. Standard 2 relates to the degree to which the candidates are themselves environmentally literate.]

    1.1 Candidates demonstrate an understanding of how environmental education has evolved over time and continues to change.

    1.2 Candidates demonstrate an understanding of the defining characteristics and guiding principles of environmental education.

    1.3 Candidates demonstrate an understanding of the components of environmental literacy.

2. STANDARD 2. Environmental Literacy of Candidates. Candidates demonstrate the knowledge, skills, and dispositions associated with environmental literacy. They use technology as a tool for collecting, analyzing and communicating information about the environment. [Note: Standard 2 relates to the degree to which the candidates are themselves environmentally literate. Standard 1 relates to the ability of the candidates to define environmental education and define the components of environmental literacy.]

    2.1 Candidates demonstrate environmental inquiry skills, and use technology as a tool to answer their own questions.

    2.2 Candidates demonstrate an understanding of the processes and systems that comprise the environment, including Earth as a physical system, the living environment, and human social systems and influences.

    2.3 Candidates identify, select and investigate environmental issues and use technology as a tool when conducting these investigations.

    2.4 Candidates demonstrate an understanding of the importance of exercising the rights and responsibilities of environmental citizenship.

    2.5 Candidates identify and evaluate the need for action on specific environmental issues, identify possible action projects, and evaluated potential outcomes of those action projects.

2.6 Candidates use the results of their investigations to plan, carry out, and evaluate action projects designed to address selected environmental issues.

3. STANDARD 3. Learning Theories and Knowledge of Learners. Candidates demonstrate an understanding of theories of learning and human development, learning processes, and individual differences. They demonstrate respect for their students as unique individuals. Candidates apply this knowledge to create positive, effective and responsive learning environments for all students3 in environmental education.

3.1 Candidates impact diverse students' learning by applying theories of learning and development when planning, delivering, and improving environmental education instruction.

3.2 Candidates impact diverse students' learning by applying an understanding of learning processes when planning, delivering, and improving environmental education.

3.3 Candidates impact diverse students' learning by applying an understanding of ability levels and cultural and linguistic backgrounds when planning, delivering, and improving environmental education instruction.

4. STANDARD 4. Curriculum: Standards and Integration. Candidates demonstrate an understanding of how the unique features of environmental education can be used in the design and enrichment of standards-based curricula and school programs.

4.1 Candidates align NAAEE's Guidelines for Learning (PreK-12) and associated environmental literacy components with national, state, and district content standards.

4.2 Candidates use alignment results to select, adapt, and develop environmental education curricular and instructional materials.

4.3 Candidates seek opportunities to integrate environmental education into standards-based curricula and school programs.

5. STANDARD 5. Instructional Planning and Practice. Candidates identify and differentiate among a variety of instructional strategies and tools, including instructional technology that enhance environmental learning. They plan and deliver instruction that promotes environmental literacy and creates stimulating and motivating climates for learning for diverse learners.

5.1 Candidates describe and critically review a range of instructional materials, resources, technologies, and settings for use in environmental education.

5.2 Candidates impact students' learning by selecting and implementing instructional strategies and technologies that meet diverse students' needs and lead to the development of environmental literacy.

5.3 Candidates develop technology- rich environmental education instructional plans that address diverse students' needs.

5.4 Candidates impact diverse students' learning by delivering developmentally, culturally and linguistically appropriate and effective environmental education instruction.

6. STANDARD 6. Assessment. Candidates possess the knowledge, abilities, and commitment to make assessment integral to curriculum and instruction in environmental education, thereby fostering continuous intellectual, social, emotional, and physical development of each student. Candidates demonstrate an understanding of how assistive technologies can be used in assessment. Candidates use assessment as a means of on-going evaluation of effective teaching and learning.

6.1 Candidates integrate assessment that meets the needs of diverse students into environmental education instruction.

6.2 Candidates impact diverse students' learning by using assessment data, collected and

analyzed with the aid of technology, to inform environmental education instruction.

    6.3 Candidates impact diverse students' learning by communicating assessment results and achievement to appropriate individuals.

7. STANDARD 7. Professional Growth in Environmental Education. Candidates recognize the importance and benefits of belonging to a professional community, and understand that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the environmental education profession. Candidates understand and accept the responsibilities associated with practicing environmental education.

    7.1 Candidates identify the benefits and recognize the importance of belonging to a professional environmental education community.

    7.2 Candidates engage in environmental education professional development opportunities, including technology-based opportunities.

    7.3 Candidates provide accurate, balanced, and effective environmental education instruction.

    7.4 Candidates develop a rationale for environmental education and understand the need to advocate for the field of environmental education.

Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

SPECIFIC OBJECTIVES/COURSE TASKS/EVALUATION:

Upon completion of this course, you will have gained an understanding of:

Writing Prompts Related to Contemporary Articles about Environmental Education
10 points each (30 total)
(Assignment One: Week One, Assignment Two: Week Two, Assignment Three: Week Three)

The following scoring rubric will be used for all writing prompts:

Criteria	Does Not Meet Criteria	Progress Toward Criteria	Meets Criteria
Clearly addresses all parts of the writing prompt	Few parts of the prompt are addressed or parts are not addressed clearly (2 points)	The majority of the prompt parts are addressed clearly (3 points)	All parts of the prompt are addressed clearly (4 points)
Supports main ideas with details and	Does not include examples or details or	Includes few examples to support the main idea	Includes well-defined examples and details

examples from the reading and personal experiences	the ones provided are not relevant to the reading (1 points)	(2 points)	taken from readings and personal experiences to support the main idea (3 points)
Contains few, if any errors in the conventions of the English language, and follows the format guidelines • Heading includes student last name, article title, and page number • 1 page minimum • 2 page maximum • 12 point font, double spaced • 1 inch margins	More than five errors in English language conventions; less than one page (1 point)	Two to five errors in English language conventions; 1 page (2 points)	One or less errors in English language conventions (3 points)

Clinical Hours Requirements Embedded in Assignments.

ED 540, Foundations of Environmental Education, requires candidates to develop an EE unit which will be implemented in ED 542. Candidates work in a classroom with an EE emphasis for a minimum of TEN clinical hours while planning this unit. Candidates also visit a local Environmental Agency to participate in and evaluate an organized activity/class/event for a minimum of FOUR hours.

Explore Learning (Gizmo) 10 points each (20 total)
(Assignment Four: Week Three, Assignment Five: Week Four)

Complete two Explore Learning Gizmos, http://www.explorelearning.com, print out and complete the Student Exploration Sheet and write a one page reflection on the benefits/drawbacks of using the virtual manipulative in a classroom.

Local Environmental Education Agency Evaluation (10 points)
Assignment Six: Week Seven (FOUR HOURS Clinical Experience)

Visit a local environmental education agency for a minimum of FOUR hours. In the central Kentucky region, examples may include Bernheim Forest, Clay Hill Memorial Forest, or the Salato Wildlife Center and participate in an organized activity/class/event. Visit the organization's website, learn about the mission, history, and available resources. After becoming familiar with the agency, summarize its benefits related to environmental education and evaluate the effectiveness of its services. Also discuss how the agency could provide resources related to your unit. Submit these hours on the clinical experience form for graduate students.

Correlate NAAEE, NGSS, CCSM, CCELA (15 points)
Assignment Seven: Week Five

Choose one education level: elementary, middle, or high school from the NAAEE standards. Create either a list or a chart aligning the NAAEE standards to at least ten NGSS, CCSM, and CCELA standards from their documents. Copy and paste within the documents to make this work easier. After completing the alignment, reflect on the difficulty of the assignment and suggest how to use such an alignment in the classroom. Identify at least three NAAEE guidelines and three NGSS standards that will fit your unit.

Environmental Education Unit (40 points)
Assignment Eight: Week Eight (Includes ten hours of clinical experience)
Create a unit and assessments related to an environmental education topic to be implemented in your classroom.
This unit will also include an Institution Review Board proposal. (See posted handout in week two materials for
detailed information). While planning the environmental education unit, candidates are required to complete ten
hours of clinical experience in their classrooms related to environmental education and their unit topic. Submit
these hours on the clinical experience form for graduate students.

Grades

Assignment	Point Value
Weekly class participation	80 points
Weekly class discussion forum	80 points
Three writing prompts related to contemporary articles about environmental education (Week One, Week Two, Week Three)	10 points each (30 total)
Summarize and evaluate program offerings at a local environmental agency using the *Environmental Education Materials: Guideline for Excellence* (Week Seven) (Four hours Clinical Experience)	10 points
Complete and evaluate two lessons on Explore Learning (Gizmos) (Week Three, Week Four)	10 points each (20 total)
Correlate NAAEE guidelines, NGSS standards (Week Five)	15 points
Environmental Education Unit (Week Eight) (Six hours Clinical Experience)	65 points
Clinical Experience Form	50 points
Total* *May be revised as needed.	350 points

Grade Calculation
Assuming punctual, regular attendance and effective participation, grades will be determined using the following
scale:

Percentage	Grade
93 -100%	A
83 - 92 %	B
73 - 82%	C
65 – 72 %	D
64% or below	F

Whole letter grade (A-F) will be earned. Students must earn at least a C grade in all education classes or they will
have to be repeated.

RUBRICS:

**All assignments have accompanying rubrics which can be found on the Learning House class
website.**

Participation in discussion forums includes an initial response to the discussion forum prompt provided
by the professor and responding to a minimum of two other classmates' responses per discussion forum.
Discussion forums are based on readings for the course and are designed to begin the conversation

about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

Initial posts are due by Thursday at 11:55 pm. Responses to peers due by 11:55 pm Sunday.
Samples of 4 point initial responses and 3 point responses to peers are available on the course outline. Forum responses will be evaluated using the following criteria:
Initial Response 4points

Category	4	3	2	1
General Assignment	All topics introduced in the prompt are **fully** addressed.	All topics introduced in the prompt are addressed.	Some topics introduced in the prompt are addressed.	The prompt is not addressed in the response.
Length	More than 10 complex sentences.	7-10 complex sentences	4-6 sentences.	1-3 sentences
Support	Arguments and/or statements are logical and supported by information from the text and articles.	Arguments and/or statements are logical but made with little or loose support from the text and articles.	Arguments and/or statements are logical but not supported.	Arguments and/or statements are not logical.
Connections	Response makes clear connections to current or past experiences in the classroom, school, or political environment.	Response makes loose connections to current or past experiences in the classroom, school, or political environment.	Response makes little real life connection.	No attempt is made to connect prompt to real life situations.
Mechanics	Response is free from grammatical, spelling, or punctuation errors.	A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader.	Several grammar, spelling, and punctuation errors exist.	Grammar, spelling, and punctuation errors impede the understanding of the reader.

Response to Peer (You must respond to two peer initial responses per discussion forum) 3 points each

Category	3	2	1
General Assignment	Response provides constructive criticism or information.	Response provides no constructive criticism and demonstrates little understanding of the content.	Student does not respond to the initial response or the response is inappropriate.
Length	More than 5 complex sentences.	3-5 complex sentences.	1-2 sentences.

BIBLIOGRAPHY:

Airasian, P.W. & Russell, M.K. (2008). *Classroom assessment concepts and applications.* (6th Ed.). New York: McGraw-Hill

Ehren, B., Ehren, T., & Proly, J. (2009). *Response to intervention: An action guide for school leaders.* Alexandria, VA: Educational Research Service.

Green, S. & Johnson, R. (2010). *Assessment is essential.* New York: McGraw-Hill.

Tuttle, H. (2009). *Formative assessment: Responding to your students.* New York: Eye on Education

Useful websites:

www.campbellsville.edu

www.education.ky.gov (Kentucky Department of Education)

www.rtinetwork.org (Response to Intervention Action Network)

Disability Statement
Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy
Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and

responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice- President for Academic Affairs will be notified of either consequence.

Campbellsville University's Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Student Academic Progress
(SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain

studentname@students.campbellsville.edu for all email communication for this class.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

Late Policy

If you turn in late assignments, ten percent will be deducted per day. Late assignments will not be eligible for grade improvements based on revisions.

Technology Requirements

You must have a working microphone and camera in order to participate in class. You are expected to ask and answer questions to earn class participation point.

Tentative Course Schedule/Topics

Date	Topic Emphasized	Required Reading (Should be complete prior to class)	Assignments and Due Dates
Week One	Role of an Environmental Educator	Hugg, J. Two Hats Disinger J. & Monroe, M. (1994). Defining environmental education: The essence of environmental education.	Assignment One: Writing prompt related to Hugg, due Sunday at 11:55 pm (10 points)

Week Two	Human Interaction with the Ecosystem Project Wet, WILD, Project Learning Tree Overview	ED 540 Unit Overview (PDF) American Forest Foundation. (2012). *Project Learning Tree: PreK-8 Environmental Education Activity Guide*. Washington, DC: American Forest Foundation. (Selected Excerpts) Council for Environmental Education (2001). *Project WILD*. Houston, TX: Project WILD. (Selected Excerpts)	Assignment Two: Writing prompt evaluating Project WET, Project WILD, and Project Learning Tree Materials due Sunday at 11:55 pm (10 points)
Week Three	Science of Environmental Education (Human population growth, climate change, air quality, and water quality)		Assignment Three: Writing Prompt related to Science of Environmental Education due Sunday at 11:55 pm (10 points) Assignment Four: Explore Learning Gizmo due Sunday at 11:55 pm
Week Four	Education Resources for Environmental Education	Download a free copy of the Environmental Education Materials Guidelines: https://naaee.org/eepro/publication/environmental-education-materials-guidelines-excellence	Assignment Five: Explore Learning Gizmo due Sunday at 11:55 pm
Week Five	Correlation of North American Association of Environmental Education (NAAEE) Guidelines and Content Standards	Read introduction and elementary, middle, or high school standards from *Excellence in environmental education: Guidelines for learning (K-12)* which can be downloaded for free at http://eelinked.naaee.net/n/guidelines/	Assignment Seven: Correlation of NAAEE guidelines and NGSS due Sunday at 11:55 pm
Week Six	Sustainability and Environmental	Arvai, J.L., Campbell, V.E.A., Baird, A., & Rivers,	

	Decisions	L. (2004). Teaching students to make better decisions about the environment: Lessons from the decision sciences. *The Journal of Environmental Education,* 36(1), 33-44. Marcinkowski, T.J. (2010). Contemporary challenges and opportunities in environmental education: Where are we headed and what deserves our attention? *The Journal of Environmental Education,* 41(1), 34-54.	
Week Seven	Leadership in Environmental Education	Magruder, R., & Rosenauer, J. (2016). Understanding human impact: Second graders explore watershed dynamics. *Science and Children*, 53(7), 57-63. Meichtry, Y., & Harrell, L. (2002). An environmental education needs assessment of K-12. *Journal of Environmental Education*, 33 (3), 1-7. McBeth, W., & Volk, T.L. (2010). The National Environmental Literacy Project: A baseline study of middle grades students in the United States. *Journal of Environmental Education*, 41 (1), 55-67. Shu, Z. (2004). An overview of environmental education in middle school natural science courses. *Chinese Education and Society*, 37 (4), 64-67.	Assignment Six: Evaluation of Environmental Agency and Clinical Experience Form due Sunday at 11:55 pm

| Week Eight | Evaluation of Environmental Issues | Download the following issue guides:

Archie, M., London, S., & Simmons, B. (2016). Climate choices: How should we meet the challenges of a warming planet? National Issues Forum Institute. Retrieved from: https://www.nifi.org/en/catalog/product/climate-choices-how-should-we-meet-challenges-warming-planet-issue-guide

Mead, A. (2014). America's energy future: How can we take charge? National Issues Forum Institute. Retrieved from: https://www.nifi.org/en/issue-guide/americas-energy-future | Assignment Eight: Environmental Education Unit due Sunday at 11:55 pm

Clinical Experience form due Sunday at 11:55 pm |