

NRM 63 Course Outline as of Fall 2021**CATALOG INFORMATION**

Dept and Nbr: NRM 63 Title: ENV ED

Full Title: Environmental Education

Last Reviewed: 2/22/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	3.00	Lab Scheduled	3.00	8	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	5.00		Contact Total	87.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: FOR 63

Catalog Description:

Introductory course designed to prepare students to implement environmental education curricula in formal and informal educational settings. Topics include history and principles of environmental education, guidelines for K-12 environmental education, curriculum development, and applied teaching techniques for both formal and informal settings. This course includes site visits to K-12 classrooms implementing environmental education curricula.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100 or appropriate placement based on AB705 mandates

Limits on Enrollment:**Schedule of Classes Information:**

Description: Introductory course designed to prepare students to implement environmental education curricula in formal and informal educational settings. Topics include history and principles of environmental education, guidelines for K-12 environmental education, curriculum development, and applied teaching techniques for both formal and informal settings. This course

includes site visits to K-12 classrooms implementing environmental education curricula. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100 or appropriate placement based on AB705 mandates

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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UC Transfer:		Effective:		Inactive:
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CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Identify and discuss the foundations and goals of environmental education in both formal and informal education settings.
2. Explain environmental education guidelines and how they compare and contrast to Next Generation Science Standards (NGSS) for K-12 students.
3. Evaluate current research related to achievement and environmental education.
4. Design and present a lesson that integrates environmental education guidelines with Next Generation Science Standards (NGSS).

Objectives:

At the conclusion of this course, the student should be able to:

1. Develop a foundational knowledge of environmental education.
2. Identify and apply knowledge, skills, and concepts to show how the field of environmental education has changed over time and continues to change.
3. Explain environmental literacy, its components, and why improving environmental literacy is essential.
4. Identify and describe environmental education national and state guidelines and connections to NGSS.
5. Identify and integrate current research related to achievement and environmental education in designing a lesson plan for K-12 students.
6. Develop an environmental education lesson for both formal and informal settings.
7. Be able to locate and use environmental education teaching and learning materials.
8. Describe the components of exemplary environmental education programs and related

materials.

9. Understand environmental education career options.

Topics and Scope:

I. Definitions of Environmental Education

- A. Key terms and concepts in environmental education
- B. Principles of environmental education
- C. Compare and contrast environmental education techniques for different age groups

II. History of the Conservation Movement

- A. Overview of the history of the conservation movement
- B. Evolution of environmental education
- C. Descriptions of the significant people in environmental education in past and present

III. Relevant Legislations and Environmental Education Standards

- A. Overview of relevant legislations and their impact on environmental education
- B. Identification of organizations that support environmental education and their roles
- C. National and state guidelines of environmental education for K-12

IV. Environmental Literacy

- A. Components of environmental literacy
- B. Principles and techniques for improving environmental literacy for both K-12 students and broader age groups

V. Environmental Education Programs Formal and Informal Settings

- A. Review of both benefits and criticisms of environmental education
- B. Research supporting the use of environmental education
- C. Avenues for infusing environmental education both formal and informal settings
- D. Environmental education career opportunities

VI. Components of Environmental Education Curriculum

- A. Theory and practice of environmental education
- B. Components of formal environmental education curriculum
- C. Components of informal environmental education curriculum
- D. Evaluation and assessment of effective environmental education curriculum
- E. Instructional technology in environmental education settings

All topics are covered in the lecture and lab portions of the course.

Assignment:

1. Readings in assigned texts and handouts, averaging 15 - 20 pages per week
2. Two to three environmental education site visits
3. Two to three written evaluations of environmental education curricula and/ or programs (2-3 pages each)
4. One midterm and one final exam
5. Final project: develop and present an environmental education lesson plan formal or informal setting

All the assignments are both lecture- and lab-related.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written evaluations

Writing
10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Final project

Skill Demonstrations
40 - 60%

Exams: All forms of formal testing, other than skill performance exams.

Midterm and final

Exams
20 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Site visits

Other Category
10 - 20%

Representative Textbooks and Materials:

Instructor prepared materials.

NAAEE Guidelines for Excellence (multiple pamphlets), North American Association of Environmental Education. 2009 (classic)

Blueprint For Environmental Literacy California Department of Education Foundation. 2015 (classic)

California Science Framework and Next Generation Science Standards (NGSS), California Department of Education. 2016 (classic)

Education and the Environment: Creating Standards-Based Programs in Schools and Districts, Gerald Lieberman Harvard Education Press. 2013 (classic)

Various curricula guides such as Project Learning Tree, Project WET, and Education and Environment Initiative (EEI) model curriculum grade level units (to be provided)

Various articles from Journal of Environmental Education, Green Teacher.

Other relevant California content standards as PDFs