

Course Prefix/Number/Title: RLS 210 Environmental Education

Number of Credits: 3

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

Pre-/Co-requisites: None

Course Objectives: It is expected that students will be able to:

- 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 to develop an environmental education program both in classroom and field settings
- Students will understand how to evaluate the effectiveness of environmental education programs

Instructor: Sherry Niesar

Office: Online

Office Hours: Mondays, Tuesdays & Thursdays, 4:00 - 6:00 pm

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Lecture/Lab Schedule: N/A

Textbook(s): ***Conservation Education and Outreach Techniques***, Author: Jacobson, McDuff, and Monroe, Publisher: Oxford Publishing, ISBN: 0-19-8567772-3

Course Requirements:

- Regular participation in the class is expected.
- Graded assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters.
- Graded quizzes/tests: 2 one-hour exams of approximately 30 questions will be given. Quizzes follow each chapter with the exception of chapter 1 where no quiz is given.
- Grades: Grades are based on total points earned and include the points earned on practice exercises.

Tentative Course Outline:

## Designing Successful Conservation Education & Outreach

- An introduction into environmental education

## Learning & Teaching Adults & Youth

- Pedagogy
- Learning styles
- Teaching styles

## Changing Conservation Behaviors

- Motivational theories
- Environmental responsibility
- Stages of change

## Conservation Education in Schools

- Communicating with schools
- Academic standards and environmental education
- Integrating environmental education into school curriculum

## Making Conservation Come Alive

- Hands on activities
- Games
- Role-playing
- Field trips

## Conservation and the Arts

- Using visual arts to teach environmental education

## Connecting Classes and Communities with Conservation

- Service learning
- Community based research
- Citizen science

## Networking for Conservation

- Workshops
- Public presentations
- Special events
- Partnerships

## The Written Word

- News releases
- Brochures & Flyers
- Guidebooks

## On Site Activities

- Exhibits
- Guided walk
- Demonstration

General Education Goals/Objectives: Not a General Education Course

**CTE Learning Objectives:** Demonstrate knowledge of how to connect concepts and use differing perspectives to engage learners.

Relationship to Campus Theme:

Environmental Education provides the opportunity for students to learn to teach effectively about nature and to use technology to further their knowledge in the field.

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 important 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.

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.