

CSUS 445
Community-Based Environmental and Sustainability Education

Fall 2015
W 9:10-12:00 noon, Room 306 Nat. Res.

Dr. Shari Dann, Course Instructor -- 147B Natural Resources Bldg.; sldann@msu.edu, cell 517-420-4301;
Office hours: Wednesdays, 8-9 a.m. (email me) AND BY APPOINTMENT

COURSE MEETING TIMES: FALL SEMESTER

COURSE CATALOG DESCRIPTION: Methods, materials and theory for nonformal environmental and sustainability education. Focus on non-profit and agency education programming for conservation, food systems, parks and recreation, community engagement, and Extension. Consideration of relationships among nonformal, informal and K-12 education systems. Field trips required.

AUDIENCE: This course is designed for any students across campus interested in sustainability, community-based education/outreach/engagement/organization, conservation, environment, community food systems, horticultural education, nature centers, and many other contexts. Suitable for upper level undergrads and grad students studying education, natural resources (forestry, fisheries & wildlife), environmental studies, horticulture, natural resource recreation and tourism, agriscience and NR education, child development, museum studies, zoology, ecology, and many other fields. **NOTE: This course will provide required background students may use in their portfolio to obtain professional certification recognized by the North American Association for Environmental Education. In addition, students will receive training and certification in at least one other environmental or sustainability education program recognized across Michigan and the state (e.g., Project FISH, Project WILD, Project Learning Tree, Education for Sustainability)**

COURSE OBJECTIVES: As a result of this course, students will:

- gain **knowledge and confidence** in teaching about **ecological concepts** and **environmental, agricultural, food systems, and community/urban issues and problems**.
- develop understanding of Conservation Education (CE), Environmental Education (EE), Education for Sustainability (EfS), and Agricultural, Food, and Natural Resources (AFNRE) Education, including **subjects, teaching approaches**, materials, curricula, teaching aids.
- apply **critical thinking skills in addressing authentic community issues, and in using** curricula/materials and teaching approaches.
- **practice teaching** conservation, environmental, agricultural and sustainability content and pedagogy in a professional setting.
- become familiar with professional networks, in order to **develop professional skills** and to take leadership within these networks.
- **conduct an inventory of an education site and develop education support material...**
 - which is based on sound education principles theory/philosophy/science/research and
 - which is based on what we know about best practices,

- which can be used immediately in a teaching setting of interest,
- which is inclusive of local conservation, environmental and agricultural issues, local publics (community members, parents, administrators, etc.), and
- which involves local stakeholders as partners.

Toward these objectives, here are the topics we will consider together throughout the semester:

- Definitions for community environmental and sustainability education
- Environmental and sustainability science principles and concepts
- Theory and research in environmental and sustainability education
- Exemplary practice in nonformal community-based education
- Professional responsibilities of the nonformal educator
- Planning and implementing nonformal community-based education
- Community education and engagement in resolving issues
- Assessment and evaluation of community-based education
- Evolution of community, environmental & sustainability education
- Working in nonformal education systems with volunteers, boards, adults

Outcomes in this course support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, civic engagement and ethics. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically in order to serve as a individual and professional member of civil society. Students can learn more about the Department of CSUS undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core. In addition, this course supports MSU's Undergraduate Learning Goals of analytical thinking and integrated reasoning. More information is available at <http://undergrad.msu.edu/msu-goals>.

COURSE WEB PAGE

We will use D2L for our course website. Please realize that when you log on to the course website using your ID and password we will be able to track your use of the course website. D2L collects data on when you use the site, where you go on the site and what you do on the site.

COURSE FORMAT:

Dr. Dann will be the primary instructor for the course. Many guest lecturers will present material to allow for us to explore greater depth in each of the respective topics covered. In particular, we draw upon many leaders in Michigan's education "community" to present curricula and current issues. **You are responsible for material from all class periods and from all readings!**

Field experiences in this course will be focused around a semester-long community engagement project, in which students will work in groups to conduct a site assessment at a location in the near-campus area, then to develop and present a community engagement project for that site. **We will go outside during many of our course meetings in the early part of the semester, including to off-campus sites.** In this way, we can take advantage of the outdoor learning opportunities right outside the door! So -- **ALWAYS** come prepared to step outside -- sometimes for the whole class period, and sometimes for only a short while. Wear and/or bring: appropriate outerwear (warm coat, raingear if needed), hat, gloves, footwear (boots, sturdy shoes – NOT FLIP FLOPS), insect repellent, sunscreen, water bottle, field guides (if you have them). **Always bring the composition notebook provided to you in this course.**

COURSE READINGS:

The required material for this course includes text materials and additional lecture and lab readings handed out in class. These required materials consist of key articles from the CE, EE and resource management literature. **Assigned readings must be completed before class.**

There is ONE required book for this course, and additional readings posted on D2L.
Required:

Beard, Colin & J. P. Wilson. (2013.) *Experiential learning: A handbook for education, training and coaching* (3rd ed). London, UK: Kogan Page.

For a second assignment, you will be required to choose your own book to read. I have many to borrow, or there are very inexpensive sources for most books (both used and new copies) through popular book stores and through web sites. This main book suggested as a reading is:

Louv, R. (2005 or second edition). *Last Child in the Woods: Saving our children from nature-deficit disorder*. Algonquin Books, Chapel Hill, NC.

IF YOU HAVE ALREADY READ THIS BOOK, you will be required to choose another book related to the topics of your personal/professional interests in Community Based Education. Dr. Dann can suggest (and perhaps even loan to you) a book of interest to you, given your personal and professional aspirations in community food systems, nature, environmental issues, agriculture and other systems, or any other topic such as justice/equity education or dozens of other interests!

We will also provide (through D2L) digital copies of journal articles, and links to required readings on various topics. These required readings will be drawn from:

- Journal of Sustainability Education; Journal of Environmental Education
- Various other journals related to nonformal education systems and their intersection with K-12 systems (e.g., Journal of Extension)
- Hesterman, O. B. (2011). *Fair Food: Growing a Healthy Sustainable Food System for All*. Public Affairs Books, New York, NY.
- Stevenson, R. B., M. Brody, J. Dillon, and A. E. J. Wals. 2013. *International Handbook of Research on Environmental Education*. Routledge Publishers, New York, NY. (e.g., chapter entitled "A Critical Theory of Place-Conscious Education" by G. Smith; "Sustainability Education: Theory and Practice" by S. Holdsworth, I. Thomas and K. Hegarty)

Finally, you may be taking part during the semester in practical learning experiences so that you may receive "certification" in one or more state/nationally-recognized curriculum programs. These experiences will be explained and explored given the interests of our class group.

Long-standing research in CE, EE, EfS and AFNRE shows that educators only use materials to accomplish specific objectives if they receive the materials at the same time as they receive in-depth, experiential learning around those materials. These training experiences are not distributed for free; instead, the organizations and agencies offering these "certified" curriculum experiences charge a small fee, and in order for an educator to be "certified" at the end of training, he/she must:

- attend all portions of the training sessions
- participate in "peer teaching" the curriculum
- pay the certification fee and obtain the materials. (In other words, if you do not pay the fee, you will not be able to be certified, nor receive the materials.)

For this course, you ARE required to participate fully in the class periods when we offer the "certified" training. You are NOT required to obtain the curriculum which may require you to pay a fee. You must, however, pay the fee if you wish to obtain the certificate and the materials. Most of the state/national curricula charge a certification fee of around \$35-50. More details, and samples of the program materials will be available for you in class. Sometimes, there are some need-based student scholarships (or partial scholarships) to cover costs.

REQUIRED FIELD EXPERIENCE ASSIGNMENT: The goal of this assignment is to give you the chance to experience at least ONE professional conference as an assignment outside of class. Your assignment is to attend at least one day of some conference Toward this assignment, I invite everyone in CSUS445 to take part in these opportunities:

- Michigan Earth Science Teachers Association Conference – Okemos area, Fri-Sat Oct 9-10, 2015
- MAEOE (Michigan Alliance for Environmental and Outdoor Education) Annual Conference – Sault Ste. Marie (Fri., October 9 through Sun., Oct 11, 2015)

- Fall PDI – Agriculture, Food and Natural Resources Education teacher professional development conference (near Lansing, week of Oct 15--16)
- Great Lakes Bioneers - Detroit Conference (Fri., Oct 23 through Sun., Oct 25, 2015)
- Great Lakes Place-Based Education Conference (Grand Rapids, Thurs., Nov 5 through Sat., Nov 9, 2015)

For the MAEOE Conference:

To read more about specific conference sessions, go to: www.maeoe.com. Student scholarships are available for those who commit to attend and APPLY EARLY! Scholarship applications are due to MAEOE no later than 9/13, so you must get your part of the application completed by 9/11 and send to Dr. Dann. (She will turn them in by the deadline to MAEOE). Process and instructions are found at http://www.maeoe.com/Student_Scholarships.html

Although this is some significant cost for this experience, remember, there is only one book for the course. Together, and with others going to the Conference, we should be able to do some carpooling. Don't miss this exciting, unique opportunity. I would be so proud if MSU Spartans of your caliber attend and permeate these conferences! The folks who organize and participate are among the professionals I admire most in this state, and you would be welcomed by the group! For graduating seniors or for individuals seeking summer employment opportunities, this is a good chance to network in order to find the job of your dreams and to receive mentorship from diverse professionals. Students who attended in past years found this conference extremely important in shaping their interests and in gaining motivations for their work. If this Field Experience does NOT in any way fit into your scheduling (around work, etc.), then I will discuss alternative assignments with you.

ABOUT THE LEARNING/TEACHING PHILOSOPHY FOR THIS COURSE

As you can see from this syllabus, I love learningespecially outside, with other people of many types, and through real-world, fun experiences! I believe that everyone can succeed, if the learning is focused on real-life, community situations and if we work together. I base this course (and much of my teaching), on these theories and bodies of knowledge, which you will hear about during the course of the semester.

- Experiential learning
- Place-based education
- Multiple Intelligences theory
- Whole-person development
- Community Assets/Development
- Bioregional Education
- Deep and emergent learning
- Transformational and transformative learning

This semester, we will weave these theories, our experiences and the needs of the local community together into something that I call "The BIG College Lesson." You'll learn more as we get started this semester about what this means! It's patterned after the highly successful Lansing area Annie's BIG Nature Lesson, the BIG Zoo Lesson, and the BIG History Lesson. More to come on this venture, as we start our semester! I look forward to our learning journeys together.

ABOUT THE USE OF TECHNOLOGIES DURING CLASS MEETING TIMES

My goal during this class is to go "paperless" as much as possible, reducing our carbon footprint and using renewable natural resources (such as paper) responsibly. This means that much of our course content will be placed on ANGEL. As much as is possible, I will try to post lecture powerpoints just prior to class meeting times, so that you may pull these files up and take notes electronically during class when I am presenting, if that is your preferred learning style.

With that said, however, I have important learning expectations during class regarding use of technologies such as laptops, digital technologies (i-Pods, cell phones & texting, digital photography, etc.). Here are my classroom expectations:

- Class participants will respect the wishes of the presenter, regarding whether laptops open and in use are appropriate or not. Some presenters (including me), prefer not to look at a set of learners who are “garrisoned” behind a protective wall of laptops. Furthermore, there is no way that presenters like me can “police” the use of laptops to ensure that learners are NOT using these technologies to dual-task by answering emails, cruising the web for non-learning purposes, instant-messaging, and social networking (Facebook, Twitter) purposes. I, like many presenters, do not wish to “police” classroom behavior – rather, it is my philosophy to create a learning environment which is strongly based on peer-sharing, respectful listening, and attentive dialogue processes! If the presenter (including me) says “turn off your laptops,” that will be the expectation.
- Cell phones will be off (completely set onto “silent” mode) during class, especially while we are in the field. No texting or other phone use is allowed during class meeting periods, including field labs. You MAY, however, consult your cell phone as a “clock,” and you certainly MAY (in fact should) have a cell phone handy when you are in the field for this class as an important safety tool. However, when you are in the field, whether for class meeting times or outside-of-class experiences, the phone must be off, or set on “SILENT.” This is so that you can enjoy (I mean thoroughly enjoy) the main purpose of these field experiences – to engage completely with the outdoors and the group with which you are learning (i.e. at a conference or public meeting).
- Be careful of the use of digital photography (camera or cell phone camera) – this is why: minors (children) cannot be identifiable in a photo you use for a project or for the Community Engagement work we do together, unless they have parental permission to be photographed for educational purposes. Also, many adults do NOT wish to be photographed. Use your digital photography equipment carefully, and try to take group photos where individual subjects are not fully visible, unless you know that there is permission on file (for either a child or an adult) for their image to appear in educational products.
- Please be responsible in your use of technology. I realize that some learners have a learning style that means that use of technology during class time will enhance their understanding of material, and certainly we can use technology to decrease our use of paper, etc. I hope that these expectations are general enough, yet clear; this way, I will not have to add more rules/expectations in the future!

ABOUT ASSESSMENT AND GRADING

The main goals of this class are to prepare you to engage professionally and personally with the Conservation, Environmental Education, Education for Sustainability, and Agricultural, Food and Natural Resources Education communities. This course is designed to give us, together, as learners the opportunity for experiential learning in many ways. So, the assessment for this course is based on numerous experiences we will have together. Yet, there are also three quizzes. In past years, students have noted that the quizzes in this course are VERY HARD, but you will see below that they are only about 1/3 of your overall grade in the course.

So....what I've observed over the years is this: students will find this course a challenge, if what you are seeking is a 4.0 grade. On the other hand, it is rare that students fail this course. How can you do well? It's pretty simple...really....Attendance and active engagement (participation) in the course comes first! Your attendance matters! We miss your input if you have to be away from class. Next: complete the course assignments in a timely and thorough manner. I'm here if you wish to talk with me about these assignments, and we will spend plenty of time in class going over details of assignment expectations, and even looking at each others' early drafts of parts of the Community Engagement Project. Finally, prepare for the quizzes, but don't let your work in this area overshadow or give you stress about how well you are doing in the rest of the course engagement and assessment!

The assessment process for this course is designed to give you PRACTICAL products that you can demonstrate your professional and personal preparation to do REAL work in community-based education.

And, the assessment will give you REAL products you can add to your professional portfolio.

So.....Rationale for evaluation of student participation in CSUS 445: This is a 3-credit course. You should allocate your time as follows:

	<u>% of grade</u>
Class participation* (Entry essay, attendance*, in-class engagement, follow-through on project, Exit essay)	10%
Choose your Book Assignment	10%
Field Experience Assignment (Conference reflection)	10%
Civic Engagement Assignment (public policy & reflection or journal assignment)	10%
2 QUIZZES – 15% each	30%
Community Engagement Project	
Drafts	15%
Final Project+ stakeholder sharing	15%

***Note about Classroom Participation and Attendance:**

Attendance will be taken at every class meeting. Since we only meet once per week (only a few class meetings together this semester), EVERY class meeting is important. Excused absences include professional commitments (meetings, conferences) and illness. Students must email the instructor in advance of expected excused or unexcused absences, and are still responsible for assignments due in those periods of time.

<u>Percent of points earned</u>	<u>Grade in Course</u>
92 - 100 %	4.0
88 - 91	3.5
82 - 87	3.0
78 - 81	2.5
72 - 77	2.0
68 - 71	1.5
62 - 67	1.0
< 62%	0.0

ACADEMIC INTEGRITY and MISCONDUCT

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on the Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate provost for Undergraduate Education.

ACCOMMODATIONS:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

COMMERCIALIZED LECTURE NOTES:

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

DISRUPTIVE BEHAVIOR:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

CAMPUS EMERGENCIES:

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu).

E-LEARNING POLICIES:

Information technologies such as Angel and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or disk that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- The Web site tech.msu.edu provides a number of information technology resources for students.

- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

Fall 2015

NOTE: This syllabus is based on current professional practice and research in the fields we study in this course. NOTE: Lab schedule is subject to change due to weather or other constraints.

AS OF Sept 9, 2015

WEDNESDAY	WEEKLY Assignments Due (NOTE: There will be additional reading assignments ea. week)
9/9 Introductions First Look Bioregional Survey Syllabus Review – and important upcoming dates What is Learning? What is Community-Based Education, Sustainability Education, Environmental Education?	DUE ASAP No later than Fri, 9/11 – electronically to Dr. Dann – MAEOE Student Scholarship (optional)
9/16 What is Community-Based Education, Sustainability Education, Environmental Education? Community Sustainability and Environmental Stewardship: How do we foster real change? Definitions & research – Theory of Responsible Environmental Behavior (Citizenship Behavior) Community Education for Sustainability – 4 approaches Journaling and In-depth Ecosystem Exploration Discovery Hike	DUE: Entry Essay Chapters 1 and 2 (BW) Unit 1 – D2L Obtain, and start reading either Louv, or another book for this course
9/23 –	

<p>watershed/bioregion such as: community gardens, nature centers, natural areas, non-profit orgs, zoos, museums, conservancy & park lands)</p> <p>STUDY TRIP Tributaries of the Great Lakes watershed – Aquatic ecology, stormwater issues</p>	<p>Readings: Unit 2 – D2L Chapters 8, 9 BW</p>
<p>9/30 STUDY TRIPS (we will visit: locations within the mid-Mich watershed/bioregion such as: community gardens, nature centers, natural areas, non-profit orgs, zoos, museums, conservancy & park lands)</p>	<p>Readings: Unit 3 D2L Chapter 4</p>
<p>10/7 QUIZ #1 STUDY TRIPS (we will visit: locations within the mid-Mich watershed/bioregion such as: community gardens, nature centers, natural areas, non-profit orgs, zoos, museums, conservancy & park lands)</p>	<p>DUE FRI: Community Engagement Project Part I</p>
<p>10/14 Experiential Learning, Coaching Educational Taxonomies and Frameworks for Community Engagement (NAAEE, Conservation Ed AFWA, Education for Sustainability EfS, and others)</p>	<p>Unit 4 D2L Chapters 3, 5</p>

10/21 Emotional aspects of learning – flow, etc. Characteristics of youth and adult learners Writing Lesson Plans, Writing Objectives for Nonformal Community-Based Learning Engagement Project	DUE: Civic Engagement Assignment Chapters 6, 7
10/28 Civic Engagement, Article Discussions Discussions re: Conferences attended thus far	DUE: Field Experience Assignment from Conference – Due one week after attending Conference of choice
11/4 Book Report Discussions	DUE: DRAFT (Part 2) Community Engagement Project
11/11 QUIZ #2	Project work
11/18 Mini-lecture & Community Engagement Projects	Project work
11/25 No class meeting...see assignment	Due: Community Engagement Project FINAL DRAFT before leaving town
12/2 CBE and change Engagement Project Work	Chapter 10 Unit 5 D2L
12/9 CBE and change Engagement Project Work	Unit 5 D2L
FINAL EXAM week meeting period: Thursday, December 17th 7:45 – 9:45 a.m. Student stakeholder sharing of Community Engagement Project and Dialogue, Course wrap up and dialogue, evaluation, potluck breakfast DUE: Exit essay	