COURSE OUTLINE OF RECORD

Number: ENVS G140    TITLE: Environmental Education And Interpretation

ORIGINATOR: Marius Cucurny    EFF TERM: Summer 2010
FORMERLY KNOWN AS:         DATE OF OUTLINE/REVIEW: 04-27-2006
CROSS LISTED COURSE:       TOP NO: 0946.10
SEMESTER UNITS: 3.0
HRS LEC: 54.0    HRS LAB: 0.0    HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course is designed to introduce the guiding principles for interpreting nature and culture. Existing educational materials, options for environmental program education delivery, and the development of interpretative centers will be examined. Students participate in environmental education and interpretation programs through collaboration with local and international agencies and organizations, and with industry. Career paths and opportunities will be presented.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
- Environmental technologies (environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[X] UC/CSU Transferable[ ] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course
OCCUPATIONAL (SAM) CODE: C
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]
GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. identify and apply teaching resources available from agencies, organizations, and industry.

2. define Environmental Education and Nature Interpretation, and describe the history of Environmental Education and Interpretation over the past 30 years.

3. explain the differences between the goals and purposes of Environmental Education and Environmental Advocacy.

4. utilize the Internet and library databases and resources to conduct an investigation of Environmental Education and Interpretation careers, curricula, and resources.

5. identify content that can be integrated into Environmental Education and Interpretation Programs.

6. compare and contrast tools that have been used to assess/evaluate Environmental Education and Interpretation Programs.

COURSE OBJECTIVES:

1. Define Environmental Education and Nature Interpretation, and describe the history of Environmental Education and Interpretation over the past 30 years.

2. Explain the differences between the goals and purposes of Environmental Education and Environmental Advocacy.

3. Utilize the Internet and library databases and resources to conduct an investigation of Environmental Education and Interpretation careers, curricula, and resources.

4. Identify content that can be integrated into Environmental Education and Interpretation Programs.

5. Compare and contrast tools that have been used to assess/evaluate Environmental Education and Interpretation Programs.

6. Identify and apply teaching resources available from agencies, organizations, and industry.

COURSE CONTENT:

LECTURE CONTENT:

A. Foundations of Environmental Education and Interpretation
   1. Definitions of Environmental Education
   2. Definitions of Interpretation
   3. History of Environmental Education and Interpretation
   4. Environmental Education vs Environmental Advocacy vs Environment-Based Education

B. Environmental Literacy
   1. Define environmental literacy
   2. Demonstrate knowledge of environmental processes and systems
   3. Develop skills to understand and address environmental issues
   4. Develop environmental literacy through service learning and stewardship activities

C. Environmental Education and Interpretation Profession
   1. Explore career paths open through environmental education, such as Naturalist, Interpreter, Docent, Ranger, and so forth
   2. Research and prepare a nature interpretation presentation

D. Planning and Implementing Environmental Education and Interpretation
   1. Identifying goals and learner outcomes
   2. Integrating Environmental Education into other disciplines and curriculum
   3. Employing instructional methodologies
   4. Identifying and evaluating Environmental Education and Interpretation materials and resources
   5. Visiting local environmental sites with to explore the broad scope of planning and implementation of Environmental Education techniques

E. Assessment and Evaluation
1. Assessment and evaluation techniques
2. Application of assessment and evaluation techniques
3. Interpretation of assessment and evaluation

F. Observation of Environmental Education and Interpretation Programs
   1. Description of the program observed
   2. Assessment of the program observed
   3. Evaluation of the program observed

METHODS OF INSTRUCTION:

   A. Lecture:
   B. Other simultaneous interactive:
   C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
   Reading Assignments
      Required readings are from the required text.

   Out-of-class Assignments
      1. Attendance at topic-related lectures and events as available.
      2. Participation in industry/organization visitations.

   Writing Assignments
      Homework assignments dealing with topics in the course will require the exercise of all of these skills.

METHODS OF STUDENT EVALUATION:

   Final Exam
   Short Quizzes
   Written Assignments
   Objective Examinations
   Report
   Projects (ind/group)
   Oral Presentations

   Demonstration of Critical Thinking:
      Problem-based learning activities (define, analyze, synthesize, communicate, report, evaluate) requiring independent research and group collaboration.

   Required Writing, Problem Solving, Skills Demonstration:
      Homework assignments dealing with topics in the course will require the exercise of all of these skills.

TEXTS, READINGS, AND RESOURCES:

   TextBooks:

   Other:
      1. Handouts from instructors

LIBRARY:
   Adequate library resources include:
   Comments:
Attachments:

Attached Files