



**SEMESTER/YEAR**

**Department of Curriculum, Culture, and Educational Inquiry (CCEI)**

**Instructor:**

**Office:**

**E-mail:**

**Class Meeting Day/Time:**

**Office Hours:**

**Phone:**

**Class Location:**

**COURSE NUMBER AND TITLE:    EEC 4431 COMMUNITY ENGAGEMENT IN EARLY CHILDHOOD ENVIRONMENTAL EDUCATION**

**CATALOG DESCRIPTION:**

3 semester hours. Prerequisites: None.

This practicum requires collaboration with community agencies in advancing learning, development, and health of children through environmental education. In partnership with a community organization, the student will engage in learning experiences and contribute in enhancing the community partner's efforts to further the aims of early childhood environmental education. 36 hours of practicum and 3 hours of consultations with instructor are required.

**Academic Service-Learning Statement**

This course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your ASL project. Please visit the Weppner Center for LEAD & Service-Learning website, [www.fau.edu/leadandserve](http://www.fau.edu/leadandserve), for the survey link and more information on FAU's Academic Service Learning program.

**Assumption of Risk Statement for Student**

The student (volunteer) understands that there are certain physical risks inherent in every form of service-learning. The student understands the risks associated with this Academic Service-Learning assignment. The Student nonetheless agrees to assume those risks so as to gain the benefits from participation in this valuable learning experience. The Student hereby releases the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with his/her participation in this assignment at Florida Atlantic University.

**REQUIRED TEXTS:**

Davis, J. (Ed.) (2015). *Young Children and the Environment: Early Education for Sustainability*. Port Melbourne, Australia: Cambridge University Press.

Hoyler, E., & Wellings, L. (2013). *Cultivating Joy & Wonder: Educating for Sustainability in Early Childhood through Nature, Food, & Community*. Shelburne, VT: Shelburne Farms. [AVAILABLE ONLINE AT NO COST.]

North American Association for Environmental Education. (2017). *Community Engagement: Guidelines for Excellence*. Washington, DC: NAAEE (author). [AVAILABLE ONLINE AT NO COST.]

North American Association for Environmental Education. (2016). *Early Childhood Environmental Education Programs: Guidelines for Excellence*. Washington, DC: NAAEE (author). [AVAILABLE ONLINE AT NO COST.]

Oltman, M. (Ed.) (2002). *Natural Wonders: A Guide to Early Childhood for Environmental Educators*. St. Paul, MN:

Minnesota Early Childhood Environmental Education Consortium. [AVAILABLE ONLINE AT NO COST.]  
World Forum-Nature Action Collaborative for Children, Nebraska Nature Action Collaborative for Children, & National Association of Early Childhood Specialists in State Departments of Education. (2008). *Re-Connecting the World's Children to Nature: Call to Action*. Lincoln, NE: World Forum Foundation.

#### **RECOMMENDED LITERATURE/BIBLIOGRAPHY:**

- Bhagwanji, Y. (2011). *Early Childhood Environmental Education Rating Scale: A Formative Evaluation Tool to Help Programs Improve Nature Education for Young Children*. Washington, DC: North American Association for Environmental Education (NAAEE).
- Boise, P. (2010). *Go Green Rating Scale for Early Childhood Settings*. St. Paul, MN: Redleaf Press.
- Danks, S. G. (2010). *Asphalt to Ecosystems: Design Ideas for Schoolyard Transformation*. Oakland, CA: New Village Press.
- Keeler, R. (2008). *Natural Playscapes: Creating Outdoor Play Environments for the Soul*. Redmond, WA: Exchange Press.
- Kellert, S., Heerwagen, J., & Mador, M. (2013). *Biophilic Design: The Theory, Science and Practice of Bringing Buildings to Life*. Hoboken, NJ: John Wiley & Sons, Inc.
- Monroe, M., & Krasny, M. (Eds.) (2016). *Across the Spectrum: Resources for Environmental Educators*. Washington, DC: North American Association for Environmental Education (NAAEE).
- Moore, R., & Cooper, C. (2014). *Nature Play & Learning Places: Creating and Managing Places Where Children Engage with Nature*. Raleigh, NC: National Learning Initiative, North Carolina State University.
- North Carolina Institute of Medicine. (2013). *Promoting Healthy Weight for Young Children: A Blueprint for Preventing Early Childhood Obesity in North Carolina*. Morrisville, NC: Author.
- Powers, J., & Ridge, S.W. (2018). *Nature-Base Learning for Young Children: Anytime, Anywhere, on any Budget*. St. Paul, MN: Redleaf Press.
- Rosenow, N., & Bailie, P. (Eds.) (2014). Greening Early Childhood Education. *Children, Youth and Environments*, 24(2). DOI: 10.7721/chilyoutenvi.24.2.0001.
- Schein, D. (2017). *Inspiring Wonder, Awe, and Empathy: Spiritual Development in Young Children*. St. Paul, MN: Redleaf Press.
- Sobel, D. (2016). *Nature preschools and forest kindergartens: The handbook for outdoor learning*. St. Paul, MN: Redleaf Press.
- Sobel, D. (2017). *Wild Play: Parenting Adventures in the Great Outdoors*. Brattleboro, VT: Green Writers Press.
- Wilson, R. (2016). *Learning is in Bloom: Cultivating Outdoor Explorations*. Lewisville, NC: Gryphon House, Inc.
- Wilson, R. (2018). *Nature and Young Children: Encouraging Creative Play and Learning in Natural Environments*. New York, NY: Routledge.
- Other online and library resources helpful in providing ideas about community projects in early childhood environmental education.

#### **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

- Community Engagement: Guidelines for Excellence (NAAEE)
- Council for Exceptional Children/Division for Early Childhood (CEC/DEC)
- Early Childhood Environmental Education Programs: Guidelines for Excellence (NAAEE)
- Florida Educator Accomplished Practices (FEAPs)
- National Association for the Education of Young Children (NAEYC)
- State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3) Specialization Competencies (PK/P)
- Subject Matter Content Standards for Florida's Teachers (ESOL)

#### **COURSE OBJECTIVES:**

1. Identify trends and issues affecting young children's development, health, and learning from environmental education perspectives
2. Describe the need for, and relevance of, education for sustainability at the early childhood education level
3. Describe how early childhood environmental education practices can impact community well-being, sustainability, and resilience

4. Analyze the roles played by early childhood educators as change agents, especially in the contexts of community well-being, sustainability, and resilience
5. Use ideas and resources from required/recommended readings and classroom discussions to make a case for, and implement, a project in collaboration with a community organization, and
6. Describe your learning experiences and the impact of your project related to early childhood environmental education, community partner, and children's learning, development, and health.

**CONTENT OUTLINE:**

Week	Topic(s)	Reading	Assignment
1	<p>Trends and issues Guiding principles Building capacity for change</p> <p>Early Childhood Education for Sustainability (ECEfS)</p> <p>Community well-being, sustainability, and resilience</p>	<p>World Forum Foundation (2008)</p> <p>Davis (2015), Chapters 1-3</p> <p>NAAEE (2017), Key Characteristics 1-3</p>	<p>Write reflection paper - Describe "experiences about, in, and for natural environments" that interests you</p> <p>Write reflection paper – Describe ideas that you find useful for promoting community well-being, sustainability, and resilience</p> <p>Identify preliminary community project ideas</p>
2	<p>Program philosophy, purpose, and development</p> <p>Developmentally appropriate practices</p> <p>Play and exploration</p> <p>Curriculum framework for environmental learning</p> <p>Places and spaces</p> <p>Educator preparation</p>	<p>NAAEE (2016), Key Characteristics 1-6</p> <p>Oltman (2002)</p> <p>Davis (2015), Chapters 5 and 8</p> <p>Holyer &amp; Wellings (2013)</p>	<p>Select a project of interest and identify community organization</p> <p>Complete "Stakeholder Analysis"</p> <p>Identify and synthesize resources to guide community-based organizations in implementing early childhood environmental education</p> <p>Consult and obtain preliminary approval for project from community organization</p> <p>Write an outline for the preliminary project</p>
3	<p>Organizational and professional readiness for community engagement</p>	<p>NAAEE (2017), Key Characteristic 4</p>	<p>Complete "Factors of Readiness: A Checklist for Success"</p> <p>Develop a more detailed outline for project (identify project title and purpose, description of community partner, and plan/ timeline for addressing early childhood environmental education)</p> <p>Consult with community organization about the proposed details</p>

Week	Topic(s)	Reading	Assignment
4	Leading for change	NAAEE (2017), Key Characteristic 5	Complete self-assessment as "Change Agent Leader"  Finalize proposal project - write and make case of your project proposal (including co-benefits)  Present your proposal for peer and instructor feedback  Start implementation, as appropriate
5	Project implementation  Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
6	Project implementation  Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
7	Project implementation  Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
8	Project implementation  Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
9	Project implementation  Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
10	Project implementation  Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project

Week	Topic(s)	Reading	Assignment
11	Project implementation Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
12	Project implementation Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
13	Project implementation Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project
14	Project conclusion Consultation with instructor	NAAEE (2017), <i>Ten Great Resources for Community Engagement</i>  Additional readings and research relevant to your project	Document learning experiences and impact of your project  Write a report describing your project (purpose, collaborative engagement process, activities, resources utilized, impact/outcomes achieved, reflection on successful practices/processes and areas of improvement, and implications for future professional involvement in creating a culture of sustainability within early childhood education)
15	Project presentations		Present your report to peers and instructor  Submit report

**COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES:**

Assignment	% of Course Grade
<u>Written reflection paper</u> Write a two-page reflection paper discussing experiences about, in, and for natural environments that interest you (single spaced) Due 2 <sup>nd</sup> week of class	5
<u>Written reflection paper</u> Write a two-page reflection paper articulating ideas that you would like to consider for promoting community well-being, sustainability,	5

Assignment	% of Course Grade
and resilience Due 2 <sup>nd</sup> week of class	
<u>Written preliminary community project idea</u> Write a one page outline identifying the community organization, early childhood environmental education activities and outcomes, and an eight to nine week timeline for project activities Due 3 <sup>rd</sup> week of class	5
<u>"Stakeholder Analysis" report</u> Write a two page report identifying the (a) basic characteristics of the community organization (e.g., type, affiliations, mission, key contacts), (b) the organization's position and interest in your project, and (c) approaches for a successful project (e.g., keep organizational contacts informed, consult for problem-solving) Due 3 <sup>rd</sup> week of class	5
<u>Written synthesis of resources to guide community-based organizations in implementing early childhood environmental education</u> Identify a list of at least ten resources (and corresponding brief descriptions of the resources) to guide the community organization in building understanding, improving skills, and taking sustainable actions that advances children's learning, development, and health Due 4 <sup>th</sup> week of class	10
<u>"Change Agent Leader" self-assessment report</u> Write a two-page reflection describing your approach for relationship building and affecting change (e.g., how you will add value for the community partner, show respect, collaborate, and provide support) Due 4 <sup>th</sup> week of class	5
<u>Project proposal presentation</u> Make a case for your community project by describing (a) your stakeholder analysis, (b) purpose of the project/early childhood environmental education activities, (c) resources to share with the community organization, (d) change agent approaches, and (e) timeline for activities/outcomes expected Due 4 <sup>th</sup> week of class	5
<u>Written project proposal</u> Write your project proposal by describing (a) your stakeholder analysis, (b) purpose of the project/early childhood environmental education activities, (c) resources to share with the community organization, (d) change agent approaches, and (e) timeline for activities/outcomes expected Due 4 <sup>th</sup> week of class	10
<u>Written documentation of learning experiences and impact of project</u> Keep a journal documenting your activities, experiences, and impact Due weekly from Week 5 through Week 14 (scan and submit electronically)	20

Assignment	% of Course Grade
<u>Project report presentation</u> Present a report describing your project (purpose, collaborative engagement process, activities, resources utilized, impact/ outcomes achieved, reflection on successful practices/processes and areas of improvement, and implications for future professional involvement in creating a culture of sustainability within early childhood education) <b>Due Week 15</b>	10
<u>Written project report</u> Write a report describing your project (purpose, collaborative engagement process, activities, resources utilized, impact/ outcomes achieved, reflection on successful practices/processes and areas of improvement, and implications for future professional involvement in creating a culture of sustainability within early childhood education) <b>Due Week 15</b>	20

Acceptance of late assignment(s) is solely at the discretion of the instructor; If accepted, assignments that are late are subject to late point deductions determined by the instructor.

**Please note the attendance and participation policy below. Although points and percentages are not identified for attendance and participation, the instructor reserves the right to determine the effect of absences (including late arrivals and early departure) and student conduct (e.g., disruptive, lack of preparation, lack of participation) upon the final grade.**

**GRADING SCALE:**

Scores for each assignment are cumulative and the grade scale represents percentage of total points earned. If you do not complete all assignments, you will not be able to earn an "A" in this course.

- A = 93-100      A- = 90-92
- B+ = 87-89      B = 83-86      B- = 80-82
- C+ = 77-79      C = 73-76      C- = 70-72
- D+ = 67-69      D = 63-66      D- = 60-62
- F = Below 60

**EXPECTATIONS:**

**ATTENDANCE AND PARTICIPATION**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**Punctuality**

Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early

departures are disruptive, they will be treated as absences and may affect your grade.

### **Religious Accommodation**

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under **Academic Policies and Regulations**: <http://www.fau.edu/academic/registrar/catalog/>

### **ELECTRONIC DEVICES:**

Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in the student's removal from the classroom, a reduction in the student's grade, or some other consequence, as determined by the professor.

### **ACCESSIBILITY POLICY/STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

### **CODE OF ACADEMIC INTEGRITY POLICY STATEMENT**

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 ([http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)).

### **PLAGIARISM**

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

### **CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct. For more information, please see the FAU Office of Student Conduct (<http://www.fau.edu/studentconduct/>).

**The instructor reserves the right to determine the effect of plagiarism, disruptive behavior, late arrival, early departure,**



**non-participation, lack of preparation, missed classes, and other violations of instructor expectations upon the final grade. Also read rights and responsibilities of faculty below.**

#### **FACULTY RIGHTS AND RESPONSIBILITIES**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards
- Establish and enforce reasonable behavior standards in each class, and
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct.