California State University, San Marcos

FORM X (WHITE)

• Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies

<table>
<thead>
<tr>
<th>1. Desired Term: Fall</th>
<th>Year of implementation: 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Course abbreviation and Number: EDUC 1098</td>
<td>2b. Abbreviated Title: (No more than 25 characters, including spaces) Edu and Env Init Prof Dev</td>
</tr>
<tr>
<td>3. College: Education, Health and Human Services</td>
<td>4. Number of Units: 1</td>
</tr>
<tr>
<td>5. Billing Units: $80.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Allowed Student Levels:</th>
<th>x</th>
<th>GR</th>
<th>x</th>
<th>EE</th>
<th>x</th>
<th>(Default is to check all three levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Grading Method:</td>
<td>x</td>
<td>Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Normal Plus Report-in-Progress (NP) (As for Normal; also allows Report-in-Progress)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Credit/No Credit Only (C)</td>
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<td></td>
<td></td>
<td>Credit/No Credit or Report-in-Progress Only (CP)</td>
<td></td>
<td></td>
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</tbody>
</table>

| 8. Mode of Instruction: |
| (See pages 17-23 at [http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf](http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf) for definitions of the Course Classification Numbers) |

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Number of Credit Units</th>
<th>Instructional Mode (Course Classification Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
<td>D2.</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 9. Attributes: Course Requires Consent for Enrollment? | Yes | x | No |
| Faculty | Credential Analyst | Dean | Program/Department - Director/Chair |

| Prerequisites: |
| Co-requisites: |

| 10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) | Yes | x | No |
| Environmental Science | Signature | Date |

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Support</th>
<th>Oppose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Important: Please Complete

1. Instructor Dr. Leslie Hays

2. Please complete the Extension Course Proposal Form
http://www.csusm.edu/academic_programs/curriculum_Forms/index.html

SIGNATURES (COLLEGE LEVEL)

1. Program Director/Chair Date

2. College Dean (or Designee) Date

SIGNATURES (UNIVERSITY LEVEL)

3. Dean of Extended Studies (or Designee) Date

4. Vice President for Academic Affairs (or Designee) Date

/peoplaedt/
In planning the components of our Extended Learning program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form—along with Form X: New Course Non-degree Credit—to our office as soon as possible. Questions before you submit? Call (760)750-4020.

- **Course Title:** Education and the Environment Initiative (EEI) Professional Development

- **Instructor:** Dr. Leslie Hays, San Diego County Office of Education

- **Course Units:** 1 unit

- **Course Description:** *(Please provide a short paragraph describing the purpose, topics and audience for your course. Be sure to include the benefits for students who take your course. An edited version of this description will be used for promotional copy.)*

The Education and the Environment Initiative (EEI) Curriculum integrates education about the environment into core subjects already taught in our K-12 school system – Science and History-Social Science. Through engagement with EEI, students’ mastery of the academic content standards will go hand-in-hand with increased environmental literacy.

This course is designed to acquaint K-12 teachers with the EEI Curriculum units in order to facilitate classroom implementation. Teachers explore the format of the units and online resources to help them select units that will appropriately fulfill content requirements at each grade level. Teachers will see how these units can replace, rather than add to, sections of their current curriculum.

- **Course Objectives:** *(Provide specific student learning outcomes and how they will be achieved.)*

By the end of this course teachers will:
- Understand the pedagogical approach of the EEI curriculum including content standards, environmental topics, and EP&Cs.
- Understand the format and components of the EEI units
- Investigate the various components of a Teacher’s Edition
- Plan and implement one unit of effective lessons that fits into their current curriculum
- Understand and use effective ways to assess student progress
- Find local environmental connections to bridge and extend student learning

Teachers will meet the objectives listed above through a combination of the following activities throughout the course:
- View the online professional development tool for the EEI units
- Select a unit to implement with a group or class of students
- Research the unit content
- Use or modify the existing instructions
- Teach the chosen unit
- Reflect on implementation and evaluate the effectiveness of the unit and its content
- **Evaluation:** (What will be the basis for grades? How will you know that the students have achieved the course objectives?)

Assignments

**Course Outline/Assignments**

Task 1: Professional Development
- View the online professional development tool.

Task 2: Select a Unit
- Review the units for your grade level or content area and select one to implement with a group of students.

**Assignment #1:** Submit a paragraph with the name of the unit you selected and a brief description of why you selected that unit.

Task 3: Research the Content
- Read the Teacher’s Edition, with particular focus on the Background section.
- Review the Extensions and Unit Resources section of the unit.
- Research the content of the unit, utilizing these resources.
- Identify local resources, such as a science center or natural history museums, to support the content of the unit.

**Assignment #2:** Submit a list of at least five resources you researched, including at least two local providers, and briefly describe your opinion of their value and enrichment to the content of the unit.

Task 4: Plan the Implementation of the Unit
- Plan which lessons and activities you will teach from the unit. Will you implement the lessons and activities as they are presented in the unit, or will you make some changes?
- Plan the timeline for the unit. How long do you think the unit will take? How will you manage your time? (It can be taught within several teaching days, but must be integrated into your existing teaching schedule so plan accordingly.)
- Gather the necessary materials.
- Plan how to document the students’ progress through the lesson activities by taking pictures, collecting student work samples, etc.
- Plan how you will evaluate the success of the unit. Will you use the Traditional or Alternative Assessments provided in the unit? If not, how will you assess student learning?
- Plan distribution of the curriculum materials. Decide which materials will be accessed digitally, via hard copy, or shared student copies.

**Assignment #3:** Submit a Plan for Implementation.
- Explain how you will teach the procedures: as written, or revised? If you are revising, explain why and provide your revisions for each lesson.
- What is your established timeline for completing the unit?
- Describe how you will document students’ progress.
- How are you going to group your students?
- Describe some expected challenges. What can you do to address your challenges?
- How will you monitor progress?
- Explain how each of the curriculum materials will be shared -- digitally, or individual or shared hard copies.

Task 5: Teach the Unit
- Keep a record of the activities you do with students. How did they perform with each activity?
- How did your English learners perform with this unit? Your advanced learners?
- Did your instruction go as planned, what did you change, or what do you wish you had changed?

Task 6: Assess the Success of the Unit
• Give your students the final assessment. Describe how the assessment was conducted and the results.
• Analyze the scores.
• Did your assessment evaluate the students' performance appropriately?
• How could you present the students' results? Was your timeline for teaching the unit reasonable?

Task 7: Reflect on the Experience and Collect Evidence
• Reflect on your experience teaching the unit. Think about what went well, what didn't, what you would do again, and consider how you might change it next time.
• Collect evidence of student learning. Include such artifacts as student work, photographs, and so on.

Assignment #4: Submit a reflection with documentation to show the results of teaching the unit.

This course is being graded using a traditional grading system with grades assigned A-F. A rubric for each assignment will be used to determine whether the work meets the minimum requirements for credit.

<table>
<thead>
<tr>
<th>Assignment 1: Unit Choice</th>
<th>Exceeds Expectations (A)</th>
<th>Meets Expectations (B-C)</th>
<th>Does Not Meet Expectations (D-F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2: Research</td>
<td>Complete paragraph describing in-depth research of resources</td>
<td>Complete paragraph with some evidence of research of resources</td>
<td>Incomplete paragraph with no evidence of research of resources</td>
</tr>
<tr>
<td>Assignment 3: Plan for Implementation</td>
<td>Detailed description of a plan for lesson activities and process for student assessment/evaluation</td>
<td>Brief description of a plan for lesson activities and process for student assessment/evaluation</td>
<td>Minimal description of a plan for lesson activities or process for student assessment/evaluation</td>
</tr>
<tr>
<td>Assignment 4: Reflection</td>
<td>Extensive reflection, including multiple examples (9 or more) of students' progress through the unit (pictures, student work samples, etc.)</td>
<td>Complete reflection with some examples (4-8) of students' progress through the unit (pictures, student work samples, etc.)</td>
<td>Incomplete reflection with few examples (3 or less) of students' progress through the unit (pictures, student work samples, etc.)</td>
</tr>
</tbody>
</table>

• Course Length: (How many actual contact hours in class? Note: Credit courses must contain a minimum of fifteen 50-minute contact hours for each semester unit of credit, and outside of class work by students is required.)

This course will be delivered entirely online. Participants will be self-paced and can expect to spend at least fifteen hours going through the online professional development resources plus additional time (approximately 4-6 hours) to complete the individual assignments for one semester unit of credit. The course can be completed within the time frame of the proposed dates.

• Proposed Date(s):

The proposed dates for this course are October 15th, 2012 through November 26th, 2012. Grades will be issued for the Fall 2012 semester.

• Location: (Indicate if you are proposing this course to be scheduled and offered in our facilities, or if this course is to be held at an off-campus location, such as a school, district or county office, company, etc.)

This course is to be delivered entirely online. We will set up a registration link on the current EEI Professional Development site: http://lretprod.com/EEI/ for students to register for the course through CSUSM.

An LMS platform will be used to communicate a course calendar and assignments to students. Students will submit all course assignments using the LMS platform.
• **Support Needs:** (Please indicate any special services you will need, such as audio-visual equipment, photocopying, room set-up, etc.)

N/A

• **Comments:** (Please add any other relevant information, such as whether or not the course has been taught elsewhere successfully, why the course is needed in our area, marketing suggestions, etc.)

This will be the first time the Education and the Environment Initiative course is offered to educators who wish to receive credit for professional development. Professional development for the EEI curriculum has been ongoing successfully since the dissemination of the curriculum. The curriculum is approved by the State Board of Education and is aligned with the Environmental Principles and Concepts which by law must be addressed in all future California textbooks adopted by the state. Teachers will use the EEI Curriculum to create a rich and engaging learning environment in which students develop a relationship with the environment, increase environmental literacy, and make connections to real California examples that make learning relevant for our students in our area.

*When completed, please return this form, along with an up-to-date resume (with teaching references) to:* Nicole Orsini, Office of Extended Learning, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: norsini@csusm.edu
LESLIE J. HAYS, Ed.D
Director, Digital Resources Unit – Library Media Services
San Diego County Office of Education
6401 Linda Vista Road, San Diego, CA 92111
858-292-3758 Email: lhays@sdcoe.net

2012: Leading Edge Certification, iNACOL


EDUCATION AND CREDENTIALS

2003 Administrative Services Credential, San Diego State University.


1973: B.A. with a major in Biology (cum laude) from the University of the South, Sewanee, Tennessee. (Undergraduate work at Emory University, Atlanta, Georgia).

TEACHING EXPERIENCE

Spring 2003: Adjunct Professor at USD in School of Education. Taught Secondary Content Area Reading.

1979 – 2000: Science teacher at Helix High School, La Mesa, CA, and Lincoln HS, San Diego, CA. Taught multiple levels of science including AP Biology, Chemistry, Oceanography and AP Psychology.

1977- 1978: Owner and administrator of an English as a Second Language school, the California Language Institute, in Santa Cruz, Bolivia. Managed the school and taught English.

1975-1976: Teacher, Cochabamba Cooperative School, Cochabamba, Bolivia; a K-12 American State Department supported school.

LEADERSHIP EXPERIENCE

2010-2012: San Diego County Office of Education (SDCOE), Director, Library Media Services and Digital Content Portal.

2004-2010: SDCOE Director, Learning Resources & Educational Technology for SDCOE. Oversee Ed Tech Productions Unit, Media Services and Learning Resources Display Center. Project director for CaMSP and MTP3 Mathematics grants and Picture This and Picture These, Department of Education Arts Ed Grants.

2002-2005: Facilitator of East County Transitions K-16 monthly articulation meetings sponsored by SDCOE with eight participating districts, two community colleges and San Diego State University.

2003: Presenter at ASCD’s National Conference in San Francisco for California
ASCD's Exemplary Program, Advancement Via Individual Determination (AVID).

2002, 2003: Region IX AVID Annual Leadership Colloquium. Planned and organized the two-day program which focused on the issues Equity and Access through the use of educational research and site-specific data. 89 school teams from three counties participated in 7-12 vertical teaming sessions.

2000-2003: SDCOE, Project Specialist for AVID charged with supporting 64 AP Challenge Grant High Schools and their partner middle schools in SD, Orange and Imperial Counties and AVID Regional Coordinator for 30 East County Middle and High Schools. Organized and led staff development meetings at monthly AVID Coordinator Workshops.

1998-00: Literacy Coordinator for Helix High School in charge of developing and implementing a school-wide cross curricular literacy program.

PUBLICATIONS


AWARDS AND GRANTS

US Department of Education Grant: Picture These for Arts Education (2007-2010)


San Diego Business Roundtable for Education for their Best Practices Award. Project title:
Senior Projects (2000).


National Science Foundation Grant to conduct “Evolution and Nature of Science” summer institutes for middle and high school science educators in San Diego County (1995-1997).

Toyota Tapestry Grant awarded for a science project titled “Inner Space to Outer Space; Imaging Technologies” (1995).
So this came to me but I did not see anything to do with Environmental Science so I did not sign it....

George L Vourlitis
Professor and Chair,
Department of Biological Sciences
Science Hall 1- Room 320
California State University
San Marcos, CA 92096, USA
Phone: 760-750-4119
Fax: 760-750-3440
http://www.csusm.edu/biology
http://www.csusm.edu/terl

Good Afternoon, Bob, Michael, and George—
Extended Learning contacted me for review of a non-degree extension credit course entitled Education and the Environment Initiative Professional Development. As you know, we do not yet have an Environmental Studies coordinator/director to review the proposed course. So...instead, I’m contacting you as a group. Would you review the attached course proposal and let me know if you would support such a course?

I will send a second attachment (the signature page) for your review, too. Thank you for letting me know what you think by Sept.19.

Cheers,

df

Dawn M. Formo, Ph.D.
Associate Dean for Instruction and Academic Programs
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)
CSU San Marcos
San Marcos, CA 92096-0001
(760)750-4199 (Office)
(760)750-3005 (FAX)
dformo@csusm.edu
http://www.writinginstructor.com
Hi all,

Looking at the document, I have two sets of questions:
--Is this a credit course proposal, or merely a continuing ed, CEU credit course? If the former, shouldn't there be a C-form? What's the disciplinary prefix? (It's just a CEU course, no?)
--Although there's subject matter related to the environment here, isn't this really a teacher training course? Shouldn't it be vetted by the College of Ed, etc.?

Personally I have no objection to this course---I'm all for any initiative that smuggles in some environmental awareness to the K-12 classroom, since otherwise leaving no children behind seems to leave little time for such things. Looks fine to me.

My two cents---

Michael McDuffie, Ph.D.
Associate Professor
Department Chair
Department of Philosophy
California State University San Marcos

Thanks, George. Looks like we need more info about the content of the class, right?

Dawn M. Formo, Ph.D.
Associate Dean for Instruction and Academic Programs
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)
CSU San Marcos
San Marcos, CA 92096-0001
(760)750-4199 (Office)
(760)750-3005 (FAX)
dformo@csusm.edu
http://www.writinginstructor.com

So this came to me but I did not see anything to do with Environmental Science so I did not sign it....
From: Dawn Formo
Sent: Wednesday, September 12, 2012 2:55 PM
To: Robert Brown; Michael McDuffie; George Vourliotis
Subject: Possible ES Course via Extended Learning

Good Afternoon, Bob, Michael, and George—
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http://www.writinginstructor.com

From:sbsb4115-JCan@csusm.edu [mailto:sbsb4115-JCan@csusm.edu]
Sent: Wednesday, September 12, 2012 2:45 PM
To: Dawn Formo
Subject: Attached Image
DATE: November 1, 2012

TO: Lourdes Shahamiri
    Catalog and Curriculum Coordinator
    Curriculum and Scheduling Office

FROM: Nichol Roe
      Program Services Associate, Education & Youth Programs
      Extended Learning

SUBJECT: Completed Form X (EDUC 1099)

Hi Lourdes,

Attached please find Form X for EDUC 1099, to be offered Fall 2012. Please contact me when the course is available to be set up in PeopleSoft.

Thank you,

Nichol Roe
(760) 750-8729
nroe@csusm.edu