

APPLICATION QUESTIONNAIRE
SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION
SUMMER - 1981
EDUCATION 452-4/EDUCATION 462-4

NOTE: The two undergraduate Environmental Education courses are typically offered as a pair of integrated courses. Since 1971 these have also been operated in a residential format, in an off-campus location (Kamloops, Sooke, Sechelt, Strathcona). In the summer of 1981 the concept of the Summer Institute is under review by the teaching team. It is possible that the program will be offered in a Greater Vancouver location, in a total immersion but non-residential format, incorporating intensive field work in both urban and wilderness settings. It is also possible that the Institute could be offered in both a residential and non-residential version to meet the different needs of students. Whether you are interested in the LOWER MAINLAND-BASED VERSION, or in a RESIDENTIAL/OUT-OF-VANCOUVER format, it is important for you to provide us with the information requested on this questionnaire. It will help us to plan the most effective and suitable program.

NAME: _____

ADDRESS: _____

TELEPHONE #: _____ AGE: _____

PRESENT POSITION: (Teacher, P.D.P. student (indicate 401/402 or 405), Undergraduate, etc.)

IF YOU ARE A TEACHER OR STUDENT TEACHER INDICATE AGE/GRADE LEVEL AND SUBJECT AREA SPECIALIZATION(S):

IF YOU ARE CURRENTLY ENROLLED IN P.D.P., PLEASE INDICATE THE FOLLOWING:

- a) Did you attend: Noon hour env. educ. programs in 402 in Fall, 1980 _____
Saltspring Island weekend workshop in Fall, 1980 _____
Weekend workshop in Spring, 1981 _____

(over)

b) The name of your faculty associate during: 401/402 _____

405 _____

PLEASE DESCRIBE YOUR PREVIOUS EXPERIENCE IN OUTDOOR EDUCATION, ENVIRONMENTAL EDUCATION OR RELATED FIELDS. INCLUDE RELEVANT WORK, TEACHING EXPERIENCE, CERTIFICATES HELD (Canoe, first aid, etc.). PLEASE INDICATE YOUR SKILL LEVEL(S) (Novice, intermediate, advanced/instructor).

WHAT ARE YOUR PERSONAL AND PROFESSIONAL REASONS FOR WISHING TO UNDERTAKE THIS PROGRAM AT THIS TIME?

WHICH FORMAT WOULD YOU PREFER FOR THIS PROGRAM? (If you can enrol only if it is offered in one format, then mark only that choice. Other wise rank from first → last).

1. Lower mainland based program _____
(Greater Vancouver)
2. Non-lower mainland-residential _____
(B.C. Interior)
3. Non-lower mainland-residential _____
(B.C. Coast)

Note: Because the combined courses carry a value of 8 semester hours, P.D.P. and undergraduate students do not take other campus-based courses concurrently.

WHAT MAJOR AREAS OF KNOWLEDGE, SKILL, AND COMPETENCY WOULD YOU LIKE TO ATTAIN VIA ATTENDANCE IN THIS PROGRAM?

ADD ANY OTHER INFORMATION WHICH YOU FEEL MAY BE IMPORTANT TO OUR ASSESSMENT OF YOUR APPLICATION. (Personal contributions which you feel could enhance the program for other students, etc.).

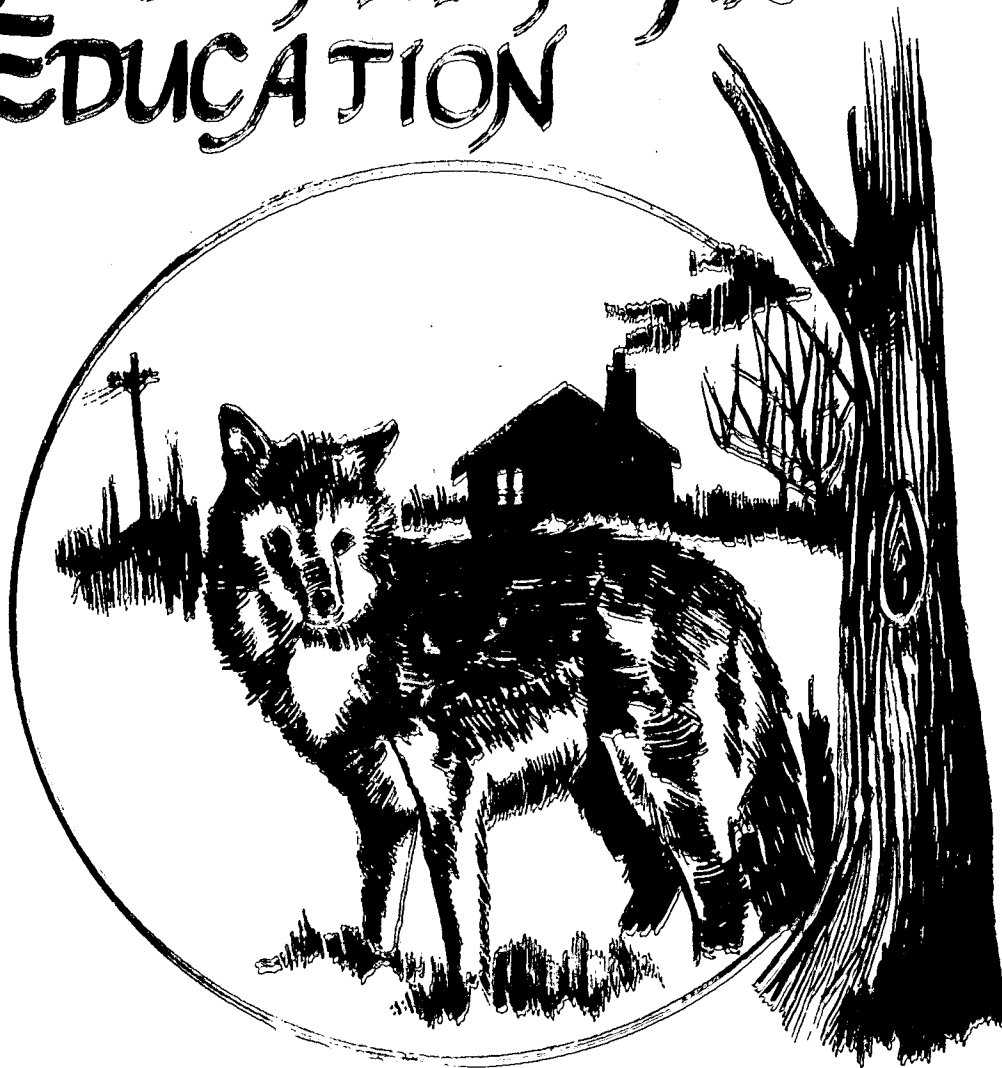
IN TERMS OF A RESIDENTIAL PROGRAM, DO YOU HAVE ANY SPECIAL LIFE-STYLE REQUIREMENTS? (eg. vegetarian food, habits).

WHILE IT IS NOT REQUIRED, IT DOES ASSIST US TO RELATE TO YOUR APPLICATION IN A MORE PERSONAL WAY IF YOU ATTACH A PHOTO, OR A SAMPLE OF YOUR WORK, OR ANY OTHER MATERIAL WHICH ADDS A PERSONAL DIMENSION TO YOUR APPLICATION.

PLEASE RETURN YOUR QUESTIONNAIRE TO:

Dr. M. McClaren
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6

SUMMER INSTITUTE in ENVIRONMENTAL EDUCATION



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SIMON FRASER UNIVERSITY, BURNABY, B.C., CANADA V5A 1S6
FACULTY OF EDUCATION, 291-3395

THE SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION

This summer, the Faculty of Education at Simon Fraser University will repeat the offering of its Summer Institute in Environmental Education. This program is a credit offering, with a value of 8 semester hours. It consists of two courses, Education 452-4 and Education 462-4, taught concurrently as a combined offering.

The Summer Institute is designed to help teachers and other persons concerned about the human environment to develop their awareness and understanding of the problems facing our planet. It is an interdisciplinary program, designed for persons teaching from K-Adult Education. The program is also highly field-experience oriented, placing students in first-hand contact with both urban and wilderness settings.

This offering is residential and total immersion in format -- the teaching team and students live in resident for a 26-day period, during the month of July. It is expected that this program will be offered this summer in Kamloops, B.C. Tuition is Regular Summer Sessional or semestral tuition, plus an additional fee of \$35.00 for field travel and a nominal fee for residence accommodation (\$25.00 in 1978). Students are organized into groups to plan and arrange their own food.

If you are interested in Outdoor Education, Field Studies, Outdoor Recreation, Adventure and Challenge Education, or in Environmental Studies in any form, this program should be of interest to you.

For further information, write:

Dr. Milton McClaren
Director, Professional Programs
Simon Fraser University
Burnaby, B.C. V5A 1S6

OR

Dr. Marvin Wideen
Director, Undergraduate Programs
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6

Telephone: (604) 291-4326



SIMON FRASER UNIVERSITY, BURNABY, B.C., CANADA V5A 1S6
FACULTY OF EDUCATION, 291-3B05

SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION
APPLICATION QUESTIONNAIRE

The reason for the Questionnaire is simply that we will have many more Applications for the Summer Institute than spaces. This fact makes it necessary for us to select from the total pool of applicants. We could use an arbitrary criterion--first come, first served, or the Grade Point Average. However, the Summer Institute is a residential experience in which the students learn a great deal from each other. It is therefore very important for us to select a group of students who are diverse in their age, experience, interests, and abilities. So, our major selection criterion is that we attempt to produce a diverse group of students.

The Summer Institute is not a scaled down "Outward Bound" program, nor does it demand great outdoor skills and excellent physical Fitness. Persons up to sixty years of age have taken the program. We have had students with a large amount of previous outdoor or environmental education experience, but we have also had total novices. We hope that the program which we design is suited to the group which we have. We do however demand commitment to learning and an openness to new experience. The summer institute is a unique combination of hard work, risk, enjoyment, good people and study.

Please answer the attached questionnaire for yourself (not as you hope we want you to answer it). We have no hidden agenda---we have no image of the "ideal" summer institute student. If you want to add additional material, please do so. One thing which we have found helpful in the past is a recent snapshot of yourself. This helps us to associate your name with a face and we feel that we begin to get to know you better that way. So, if you have a recent photo, please attach it.



NAME: _____ STUDENT NO: _____ AGE: _____ SEX: _____

ADDRESS: _____ PHONE: _____

ARE YOU ENROLLED IN THE P.D.P. AT PRESENT? _____

COMPLETED 401/2? _____ COMPLETED 405? _____

PLEASE INSERT THE NAME(S) OF YOUR FACULTY ASSOCIATE(S)

401 _____ 405 _____

ARE YOU UNDERTAKING A MINOR IN ENVIRONMENTAL EDUCATION? _____

HAVE YOU ATTENDED ANY ENVIRONMENTAL EDUCATION WORKSHOPS? _____

WHICH ONE(S)? _____

IF YOU ARE NOT A STUDENT IN P.D.P., PLEASE STATE YOUR PRESENT OCCUPATION:

PLEASE DESCRIBE BRIEFLY YOUR EXPERIENCE(S) WITH REGARD TO A) TEACHING (GRADE, SUBJECTS, SCHOOL DISTRICTS) AND B) ANY INVOLVEMENT WITH OUTDOOR OR ENVIRONMENTAL EDUCATION:

A) _____

B) _____

ALL STUDENTS IN EDUCATION 452/462 ARE REQUIRED TO PARTICIPATE AS A MEMBER OF A FOOD GROUP (SHARED PLANNING, PURCHASING AND PREPARATION OF MEALS); FOR THIS REASON WE REQUEST THE FOLLOWING INFORMATION:

A) WHAT DIETARY PREFERENCES (IF ANY) DO YOU HAVE? _____

B) WHAT IS YOUR AVERAGE DAILY EXPENDITURE ON FOOD? _____

PLEASE ACCOMPANY THIS APPLICATION WITH A LETTER OF NO MORE THAN TWO PAGES IN LENGTH STATING:

A) WHAT THINGS YOU COULD CONTRIBUTE TO A RESIDENTIAL ENVIRONMENTAL EDUCATION PROGRAM?

B) WHAT THINGS YOU MOST HOPE TO GAIN FROM THIS PROGRAM?



APPLICATION FOR MINOR IN ENVIRONMENTAL EDUCATION.

NAME: _____

ADDRESS: _____

(Please use address where correspondence, etc., can be sent to you during your attendance at SFU, including student teaching placement in Ed.405.)

AGE: _____ WHAT AGE/GRADE LEVELS DO YOU HOPE TO TEACH? _____

ARE YOU AT PRESENT ENROLLED IN THE PROFESSIONAL DEVELOPMENT PROGRAM: _____

WHAT IS YOUR ACADEMIC MAJOR (or ACADEMIC MINORS): _____

HAVE YOU TAKEN Education 452-4 and Education 462-4, or their earlier equivalents as part of the Summer Institute in Environmental Education?

Do you intend to apply for these courses in the forthcoming summer?

Have You completed a Summer Institute Application form?

Which courses do you wish to use to satisfy the lower division pre-requisites for this minor. (Please indicate those you have already taken.)

* NOTE: You must take 9 semester hours of lower division pre-requisites chosen from those listed in the calendar.

Which Courses do you wish to use in addition to Educ. 452-4 and Educ. 462-4, to satisfy the requirements of the minor in terms of UPPER DIVISION courses? (Please indicate those you have already taken. Also please note that you cannot use the same course to satisfy both the requirements of an Academic major or minor AND the Environmental Education minor.)

*NOTE: In addition to Educ.452-4 & Educ. 462-4 you must select 6 to 10 semester hours of course work from the list of Upper Division courses appearing in the calendar.)

Do you wish to make any special substitutions for courses listed in the calendar? (eg. courses not listed, but which you feel are relevant, or courses taken at another university or college.) Please give course title, description, credit value, and details of where and when you took it.

APPLICATION FOR THE MINOR IN ENVIRONMENTAL EDUCATION.

Do you have any special problems regarding your application for the Minor and/or your satisfaction of its requirements. (eg. Transfer Credit problems from another university.)

NOTE: You will normally be notified by mail of our approval/disapproval of your program. If we don't approve your program you will be asked to contact the supervisor of the minor for further consultation. We will try to accept all reasonable applications for the minor.)

Signature of Applicant _____ Date _____

Home or Residence telephone number: _____

EDUCATION 452-4

FIELD WORK AND CASE STUDIES IN ENVIRONMENTAL EDUCATION

SUMMER SESSION 1981

Education 452 is intended to provide persons interested in Environmental Education with an opportunity to synthesize theory with practice. The course is experiential in nature, providing students with field work in settings representative of those used in school or agency-based environmental education. Sample settings would include field studies in wilderness/rural areas, residential outdoor schools, marine education, urban studies, and challenge/adventure programs.

The course approaches environmental education from a multi-disciplinary perspective, addressing the relationship among learning environment, teaching strategies, educational objectives. It is designed to be appropriate to teachers who work with students from kindergarten to adulthood, in all subject fields.

Students who undertake this course should be prepared to undertake field experiences in a number of different settings over a number of different time frames, ranging from single hour to multiple-day activities. The course operates in a small-group format, with students being placed in a group of fewer than ten persons under the supervision of an experienced instructor for all field experiences. Experiences are, however, graded to the experience-level, fitness and personal competence of the group members, especially where such activities entail wilderness travel, or personal challenge.

During the course each student will be asked to develop a personal learning contract in consultation with their instructor/group leader. The contract will be related to the student's teaching field and experience and must demonstrate a plan for learning, and an actual demonstration of competence. Contracts may be quite diverse, ranging from the production of a curriculum for an Environmental Education program, to the actual leadership of a supervised group experience with children or adolescents. Criteria for evaluation will be integral to the contract.

NOTE: Since the Summer of 1971 this course has been offered concurrently with Education 462-4 as a component of the Summer Institute in Environmental Education, a residential, off-campus, total immersion program. The two courses have been offered only as summer sessional courses during July. This pattern will be continued for the Summer of 1981, although student will have the option of living in residence, or of being non-residential, at least for the urban phases of the course.

The university does provide transportation for group field activities, but students are required to pay a field activity fee of \$35.00 for the combination of Education 452 and 462 in addition to their regular course tuition. The Faculty of Education has a limited amount of outdoor recreation equipment: ensolites, backpacks, and sleeping bags, but students should have a basic set of outdoor equipment and clothing. A more detailed list of equipment requirements will be provided to students when they apply to register for the course.

THIS COURSE REQUIRES PERMISSION FROM THE INSTRUCTOR PRIOR TO FINAL PRE-REGISTRATION.
(Applications are available from the office of Undergraduate Programs)

EDUCATION 462-4

ENVIRONMENTAL EDUCATION

SUMMER SESSION 1981

This course is intended for persons who are interested in the design, implementation, operation, and evaluation of programs which help people to understand the relationship between humans and their environment. The course approaches environmental education from an inter- or Multidisciplinary perspective. All aspects of the environment are considered, ranging from personal life space, immediate neighbourhoods, to urban and wilderness settings. The course also examines the environment from aesthetic, humanistic, and scientific vantage points.

It is the intention of the course that students will acquire the following knowledge and skills:

- (1) they will understand the various ways in which the human environment can be described and in which human beings interact with the environment.
- (2) students will explore current environmental problems such as population and pollution from a personal, local, national, and global perspective. They will examine the claims of major writers regarding the seriousness of current problems and the possible solutions to them.
- (3) students will consider the educational implications of environmental problems in terms of the relationship of such concerns to teaching acts which purport to develop skills in thinking, problem-solving, decision-making and value clarification.
- (4) students will examine the major educational programs which claim to develop environmental understanding or awareness. They will become familiar with the instructional strategies used in the programs, and with the claims of their authors.
- (5) students will be introduced to methods in the development and implementation of curriculum, with particular emphasis on Environmental Education programs. They will also examine the relationships among outdoor education, outdoor recreation, challenge education, environmental studies, experiential education, and environmental sciences.
- (6) students will be asked to demonstrate/acquire several major competencies. First, they will be expected to know the major types of Environmental Education programs now offered in the B.C. school curriculum. Second, they will be expected to be able to provide a detailed plan for the operation of at least two major types of school experiences: eg. a five day Outdoor School and a one-day nature walk in an urban park. Third, they will be expected to be able to list the major logistical-safety considerations which surround the program types and to provide a plan for dealing with them.

NOTE: This course is offered concurrently with Education 452-4. In a sense, Education 452 is the "laboratory" component of the Education 462 experience---providing students with an opportunity to experience various forms of Environmental Education programming first hand, and to actually implement ideas and programs. Since 1971, Education 452 and Education 462 have been taught concurrently as a pair of integrated courses offered in a residential, off-campus, total immersion format.

This course is designed for teachers of all age-grade levels and of all subjects.

PERMISSION IS REQUIRED FROM THE INSTRUCTOR FOR ALL STUDENTS WHO WISH TO REGISTER IN THIS COURSE. STUDENTS SHOULD OBTAIN THE APPLICATION QUESTIONNAIRE BEFORE COMPLETING PRE-REGISTRATION. (Applications are available from the office of Undergraduate Programs)

THE SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION.

The Summer Institute in Environmental Education is a unique program which is designed to prepare teachers, recreation workers, community workers, park naturalists, resource managers, and conservationists to deal with the total spectrum of Environmental Education.

What is Environmental Education?

Environmental Education is designed to create understanding of the total human environment---an environment that is as complex as human nature itself. The human environment includes awareness of oneself, of other people, of communities, of cities, and of natural associations of living things. Environmental Education is not just another name for "Outdoor Education", but Outdoor Education is an important element in the total spectrum of Environmental Education which includes Urban Studies, Environmental Sciences, Ecology, Environmental Studies, Outdoor Recreation, and Wilderness Experience programs.

Environmental Education is not a subject---it is a strand woven through the entire process of schooling and really through the total lifelong experience of learning. Environmental Education must provide an awareness of the relationships between man and the environment, but it must also provide an understanding of cause and effect, of values and attitudes, and of alternatives and choices. Environmental Education must provoke the development of inquiry skills and of creative thinking. It must help learners to develop a sense of personal effectiveness and competence.

We take the view that contemporary Environmental Education must be based on the awareness of certain principles. These are that:

- the present day Environmental problems of the world are serious, and should have priority;
- the nature of present-day environmental problems makes action imperative---time is short;
- the knowledge is available now, in many cases, to solve or to drastically reduce these problems;
- all the available media of education must be used fully if people are to be made aware of the problems and are to be given an opportunity to make choices, to apply known solutions, and to invent needed new solutions.

It is in the context of these remarks that the Summer Institute in Environmental Education has been developed.

WHAT IS THE SUMMER INSTITUTE:

The Summer Institute arose from a unique synthesis of the efforts of Kamloops School District, the Division of Continuing Studies at Simon Fraser University, and the Faculty of Education at Simon Fraser University. The summer institute was initially developed as a credit granting, in-service education program for teachers. It now serves student teachers as well as students of recreation, resource management, and community education.

In the Summer Institute format a learning community is established to study the human environment on an intense, total immersion basis, for a one month period.

The community consists of approximately 70 students and ten faculty members. At some time or another during the course of the program virtually every member of the community functions as a teacher, and at other times as a student.

The members of the community are selected from those who apply in order to provide the most diverse range of age, formal educational preparation, teaching experience, and life experience. Many of the persons in attendance are teachers or student teachers. Some have extensive previous outdoor experience---others are novices. Some have backgrounds in the social sciences, some in the humanities, some in the arts, and some in the sciences. The teaching team is likewise diverse, representing the disciplines of the sciences, education, geography and the social sciences, architecture and planning, as well as the perspectives of conservationists, outdoor recreationists, and environmentalists.

This learning community operates for this one month period from a "base" in a Secondary School in a selected B.C. location. In the past the course has been offered in Kamloops, Sooke, and Sechelt, and at the Strathcona Outdoor Center. At this time we are exploring appropriate locations for the summer of 1981. The base serves as a dormitory, laboratory, workshop, seminar room, lecture theatre, and gymnasium. For portions of the course the community members hike and live in the wilderness, in groups and alone. In other portions the community focusses its attention on urban problems, the problems of the city and its people. In all of the activities of the course the educational implications of the experience are stressed. The students are urged to see themselves as designers and creators of educational experiences, regardless of what age student they plan to teach.

The Summer Institute is not a mini-"Outward Bound" program, although it incorporates elements of physical and personal challenge in wilderness settings. The program is not a training school for outdoor recreation leaders, although it does try to give students essential leadership skills; the program is not field biology, although we do try to develop a basic literacy in students concerning the major life forms of this region. As one element of the program each student will develop a personal contract for a learning project which is of interest and importance to him or her.

COURSE OFFERINGS, APPLICATION, AND REGISTRATION.

The Summer Institute in Environmental Education consists of two courses, although these will be taught concurrently and in a completely integrated fashion. These course are:

Education 452-4: Environmental Education;
and;

Education 462-4: Case Studies and Field Work in
Environmental Education.

All students in the Summer Institute undertake both of these courses, for a total value of eight semester hours of credit.

To apply for the Summer Institute you must first apply to the University for Admission under one of the several categories of admission:

-Special Student: you already have a degree from another university and you aren't applying for a Degree program at S.F.U.;

- Undergraduate Admission: you want to enrol in a program which could eventually lead to an undergraduate degree;
- Admission as an Auditor: you do not want to take the courses for academic credit

If you are already a student at S.F.U., or if you have been registered in the past year, you can Pre-Register on the normal university pre-registration form. Students in the Professional Development Program may incorporate the Summer Institute as the Summer Sessional Component of their Education 404 semester. Forms for admission or pre-registration are available from the office of the Registrar, Simon Fraser University, Burnaby, British Columbia.

In addition to applying to the university, you must also complete a special Application Questionnaire for the Summer Institute. These forms help us to select the students for the learning community by providing us with additional information about your experience, skills, interests, and goals. We regret having to make selections from among applicants, but we always have more applications than spaces in the program.

The university will not finally process your Pre-Registration until they are advised by us that you have been accepted for the summer institute. The Application Questionnaire for the program may be obtained from:

Dr. Milton McClaren,
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6

ACCOMMODATION, FEES, AND SPECIAL REQUIREMENTS.

The tuition fee for the program is normal university tuition for an 8 semester hour program (included in the Education 404 fee for students in the Professional Development Program). In addition, a special activity fee is charged to help defray the expenses of a field program of this type. In the Summer of 1981 it is expected that this fee will be \$35.00.

Accommodation is available in the secondary school. This normally costs \$25.00 for the month. Students are placed in cooking groups and they plan and cook their own meals during the program, so food costs are equivalent to those at home.

A list of clothing and equipment needs is sent to students before the outset of the course. Basic outdoor recreational clothing and equipment for summer conditions is required. The university does have some basic items of equipment: packs, sleeping bags, and rain gear, available for loan during the program. Students are also sent a set of pre-reading materials before the course commences. Students do not need to be exceptionally fit, but students with special medical needs are advised to consult with their physicians before attending in order to obtain advice concerning the effects of hiking, special needs, etc.