

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 2/5/2026

Department: Biology

College of: **Arts & Sciences**

Contact Person: Delia Lister

Create New, Revise, Inactivate, or Reactivate: **New**

Course #: **Biol 301**

Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

This course will serve as one of the "core" courses for the new Environmental Certificate offered through Biology.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes No

3. Is this course to be considered for General Education?

If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.

Yes No

4. Will this course be required of any education majors?

If "yes," this requirement will need approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.

Yes No

5. Will additional resources or costs be required?

Yes No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
 If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

Yes No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Foundations of Environmental Education
Course Number:		301
Credits:		3
Grading System:	Select One	A-F, IN
Pre/Co-Requisite(s):		
Course Description:		This course is designed to help students develop the knowledge, skills, and professional practices needed to deliver high-quality environmental education. Topics include environmental literacy, foundations of EE, professional responsibilities, program planning & implementation, and assessment & evaluation. The course emphasizes inquiry-based, experiential, socially just practices, and aligns with North American Association for Environmental Education (NAAEE) guidelines.

Authorization Sign-Off

Checklist: Check once verified.

<input type="checkbox"/>	Required fields completed.
<input type="checkbox"/>	Syllabus attached for new courses
<input type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 2/5/2026 Signature, Chair/Director: *Khamis Siam*

-Approved: College Curriculum Committee
Date: 3/3/26 Signature, Committee Chair: *Christopher Childers*

-Approved: Dean of College
Date: 3/3/26 Signature, Dean: *Christopher Childers*

-Approved: Council for Teacher Education (if applicable)
Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
Date: _____ Signature, Committee Chair: _____

-Approved: Faculty Senate
Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

PITTSBURG STATE UNIVERSITY
BIOL 301-01 Foundations of Environmental Education
SYLLABUS for Fall 2026, 3 credit hours

Instructor Delia Lister, Ph.D., CIGT
Biology Instructor
Director of PSU Nature Reach
Department of Biology
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dlister@pittstate.edu

Office Hours 12:30-3pm Tu/Th, By Appointment on MWF

This course is designed to help students develop the knowledge, skills, and professional practices needed to deliver high-quality environmental education. Topics include environmental literacy, foundations of EE, professional responsibilities, program planning & implementation, and assessment & evaluation. The course emphasizes inquiry-based, experiential, socially just practices, and aligns with North American Association for Environmental Education (NAAEE) guidelines.

Course Objectives

By the end of this course, participants will be able to:

1. Define environmental literacy and apply inquiry, analysis, and interpretation skills in EE contexts.
2. Explain key environmental processes, systems, and human-environment interactions.
3. Describe the historical, philosophical, and practical foundations of environmental education.
4. Demonstrate professional responsibilities as an EE practitioner, including ethical practice, socially just instruction, and continual learning.
5. Plan and implement effective EE programs and lessons that are hands-on, place-based, and responsive to diverse learners.
6. Design and utilize assessment and evaluation strategies to measure learning outcomes and program impact.
7. Reflect on personal professional growth and generate a professional development plan.

Required Texts & Materials:

Embedded in this course are the training manuals for Project Learning Tree, Project WILD, Project WET, Project WILD Aquatic, and the Leopold Education Project. Students will purchase these texts directly through the Kansas Association for Conservation and Environmental Education (KACEE). These materials are essential to the success of the course.

Teaching Strategy: Fully Online, Asynchronous

Grading Scale	A = 100% - 90%
	B = 89% - 80%
	C = 79% - 70%
	D = 69% - 60%
	F = 59% and Below

Evaluation

- Reflection (Week 1): 5%
- Quiz & case study (Week 2): 10%
- Reading summary & discussion (Week 3): 5%
- Professional development plan (Week 4): 10%
- Lesson plan draft (Week 5): 10%
- Field-based activity / virtual analysis (Week 6): 10%
- Assessment instrument design (Week 7): 10%
- Program evaluation mini plan (Week 8): 10%
- Capstone draft (Week 9): 5%
- Capstone final & self-reflection (Week 10-16): 20%

Class Attendance:

This is an online, asynchronous course, so daily attendance is not taken, but students are expected to fully engage in the course through assignments, projects, and personal reflections.

Syllabus Supplement

Please see the [syllabus supplement](#).

Academic Integrity and use of AI:

Please see the [Code of Student Rights and Responsibilities](#). Unless specifically stated in the assignment, the use of Artificial Intelligence (AI) is not allowed and considered academic dishonesty.

Course Schedule

Week	Module Title	Topics	Assignment
Week 1	Introduction & Environmental Literacy	What is EE? Tbilisi Declaration; questioning & analysis; environmental literacy	Reflection: "My vision of an environmental educator" (500 words)
Week 2	Environmental Processes & Systems	Understanding systems; biodiversity; human-environment interaction.	Short quiz + case study: examine a local environmental system
Week 3	History and Evolution of Environmental Education	History, philosophy, key definitions; settings	Reading summary + discussion post
Week 4	Professional Responsibilities of the EE Practitioner	Ethical practice; professional growth; networking; creating a climate for learning	Create a personal professional development plan
Week 5	Planning & Implementing EE Programs I – Learners & Methods	Understanding learners; teaching methods (inquiry, hands-on, cooperative, service-learning)	Lesson plan draft: choose a grade level or audience and outline an EE lesson
Week 6	Planning & Implementing EE Programs II – Execution & Environment	From plan to practice: place-based education; outdoor learning; balancing education vs advocacy.	Field-based activity report OR virtual site analysis
Week 7	Assessment and Evaluation I – Learner Outcomes	Aligning objectives with assessments.	Design an assessment instrument for your lesson
Week 8	Assessment and Evaluation II – Program Evaluation & Improvement	Evaluating EE programs; using data for improvement; formative vs summative.	Program evaluation mini-plan: choose an EE program and evaluate

Week 9	Integration & Capstone Project Work	Bringing it all together: lesson + assessment + reflection + professional practice.	Submit draft of capstone project: comprehensive EE program or unit
Week 10-16	Capstone Presentations & Reflection	Final project presentations; peer feedback; course wrap-up; next steps in your professional journey.	Final capstone submission + self-reflection (1,000 words)

Monday, January 5, 2026 at 10:20:27 AM Central Standard Time

Subject: Re: EE Certificate for Biology Majors
Date: Wednesday, November 12, 2025 at 6:10:41 AM Central Standard Time
From: Delia Lister
To: Shelby Hutchens

Hi Shelby,

That sounds great. Happy to add that as an elective. Looking forward to the syllabi!

Thanks!

Delia

Get [Outlook for Mac](#)

From: Shelby Hutchens <nhutchens@pittstate.edu>
Date: Tuesday, November 11, 2025 at 7:47 AM
To: Delia Lister <dlister@pittstate.edu>
Subject: RE: EE Certificate for Biology Majors

Delia,

Of course! I'll get these syllabi to you ASAP! Apologies for the tardy response, I was at a conference last week and my ability to reply was somewhat limited.

Also – after hearing more feedback from students, could we add REC 317 – Camping and Outdoor Education to the electives under my program's section? Students love the class and it does teach a few useful skills for any outdoor adventure.

Thank you!

Shelby Hutchens, Ph.D.
Assistant Professor – Department of Health, Human Performance, and Recreation
Pittsburg State University

From: Delia Lister <dlister@pittstate.edu>
Sent: Wednesday, November 5, 2025 3:02 PM
To: Catherine Hooey <chooey@pittstate.edu>; Shelby Hutchens <nhutchens@pittstate.edu>
Subject: EE Certificate for Biology Majors

Hi Shelby and Catherine,

I have been given the green light to officially pursue a Certificate in Environmental Education.

Attached is a draft list of courses for the certificate (specific to Biology majors). Take a look and see if you would like to add/delete any courses. The Dean requested that the certificate stay at 18 hours, so I am thinking 6 hours from each department. In the future, I would also like to provide options for an EE Certificate that would complement your majors as well.

If you are good with this, I will proceed with moving it through the academic system. Additionally....

- 1. Could you also provide a syllabus for each of the courses listed on this doc that are in your department?**
- 2. I would also be open to suggestions we could provide these students for their general education requirements that would complement this certificate. I have ideas but want your thoughts as well.**

Please let me know if you have questions or concerns or want to meet to discuss further. Always happy to meet!

Thanks so much!

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