Memorandum

To: Members of the Environmental Studies Steering Committee  
From: Students of ES401, spring 2002  
Date: May 16, 2002  
Re: Implementation of an Environmental Education focus in the Environmental Studies Program at Middlebury College

Dear Members of the Environmental Studies Steering Committee,

As many of you are aware, one group of John Elder’s ES 401 senior seminar has worked this semester to examine the feasibility of creating a focus in environmental education within the curriculum of the Environmental Studies Program. Our inquiry has led us to believe that the addition of this focus is viable. Students, faculty, and educators from the local area have voiced overwhelming interest and pledged support for the implementation of this proposal.

As individuals and as a group we have taken great pride in our efforts to create an exciting and engaging focus of study. In light of our dedication to the implementation of the focus, we find it particularly important that our efforts result in a course of action. Attached is a full proposal that outlines both the thought process and the practical steps involved in our efforts to make our vision a reality. We ask that you as a steering committee review this proposal and make a recommendation to the curriculum committee as you see fit.

Based on past conversations with members of the steering committee, we realize that there are some concerns about the feasibility of the implementation of this new focus. However, we believe that we have addressed those concerns and we hope that we can address any other concerns that you might have. To remain a forerunner in environmental studies, Middlebury must be proactive in maintaining a comprehensive curriculum. The outpouring of interest in environmental education that we have experienced mandates that the Environmental Studies Program address this focus.

We welcome any further questions you may have during the review of this proposal, and we encourage you to contact us. We look forward to your further exploration of a focus in environmental education and we are eagerly anticipating your next course of action.

Sincerely,

Dana Chapin  
Katie Johnston  
Shams Helminski  
Jake Stern  
Abby Ward
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Proposal for the Incorporation of an Environmental Education Focus into the Environmental Studies Major at Middlebury College

I. Impetus for our Proposal

Environmental education is already a priority at Middlebury-- the College’s Environmental Studies Program makes it one of the foremost environmental education institutions in the nation. This institution devotedly promotes and facilitates the development of all five objectives outlined in the Tbilisi Declaration, the document that resulted from the ground-breaking United Nations Education, Scientific, and Cultural Organization (UNESCO) and United Nations Environment Programme (UNEP) environmental education conference in 1977 (http://www.gdrc.org/uem/ee/tbilisi.html).

According to this document, the components of environmental education are:

1. Awareness and sensitivity to the environment and environmental challenges
2. Knowledge and understanding of the environment and environmental challenges
3. Attitudes of concern for the environment and motivation to improve or maintain environmental quality
4. Skills to identify and help resolve environmental challenges

Middlebury adds its own declaration of goals specific to the college:

We have as an ideal the kind of person a Middlebury education should help to make: a person who...has an understanding of the relations between humans and the environment; [a person] who is mindful of the responsibilities present generations have to future generations and of the need for long-term thinking (Middlebury College Catalog Online, 2001, www.middlebury.edu/~publish/catalog/goals.html).

It is in complete accordance with these aspirations that a student graduating from Middlebury College with a major in Environmental Studies and a focus in Environmental
Education would enter the post-secondary world. An Environmental Education focus represents an exciting prospect because a graduate, an environmental educator, would have the means and experience to move beyond these goals in to instigate change with relation to the environmental issues that burden the earth today. An environmental educator is not only aware of the “responsibilities present generations have to future generations” but also proactively participates in providing today’s and future generations with the knowledge, tools, and values they will need for the future. These actions help to fulfill the fifth and culminating objective of the Tbilisi Declaration.

**Environmental Education Today**

Environmental Education is undoubtedly a necessity for the earth to sustain future generations. Our understanding of the earth’s processes is useful only if it is conveyed clearly and effectively to a public audience. The Environmental Protection Agency (EPA) Environmental Education Division, in a report for Congress by the National Environmental Education Advisory Council, states that: “Environmental education is critical because complex environmental challenges require a well-trained environmental workforce and an educated public who have the knowledge and skills to fully and actively participate in solving these problems” (EPA, 1996, p. i).

The EPA also states several times in this report that a) there is a high demand for Environmental Education and educators in the United States at both formal and informal learning institutions; and b) there is a distinct shortage of educators and training for educators in environmental education (EPA, 1996). The Agency remarks that training
usually happens only after post-secondary education is completed. Thus educators are inexperienced when entering the teaching arena.

This is especially problematic for educators in states like Vermont where Environmental Education is being more actively integrated into public school curricula in accordance with state standards. Vermont is one of the few states in the nation that have formally identified the benefits of Environmental Education. The Vermont Department of Education Framework of Standards (the knowledge that students in the Vermont school system should learn and be able to demonstrate from their elementary and secondary education) includes a sustainability clause state:

Students make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems (http://www.state.vt.us/educ/stand/framework.htm, 2002).

Without solid interdisciplinary training in environmental education, educators will be poorly equipped to realize this clause in the classroom. Therefore, both students and educators would benefit from such pre-service training. This training, both in the classroom and in the community through experiential learning, is exactly what we are proposing to provide through an Environmental Education focus of the Environmental Studies major at Middlebury College.

Integration of Campus and Community: Bridging the Environmental Studies and Real World Experiences Peaks of Excellence

While acknowledging the demand for environmental education nationwide and allocating most responsibility to the EPA for national governmental programs through the
National Environmental Education Act of 1990, the EPA stresses the importance of Environmental Education and its educational impact on a local level (EPA, 1996).

This proposal attempts to merge the College with the local community in as many ways as possible. Service learning would be a primary focus of the Environmental Education program. This benefits the student because they gain invaluable pre-service experience under the guidance of a mentor, and strengthens the College’s relationship with the community by allowing the student, as a representative of Middlebury College, to give something back to the Town of Middlebury. Integrating service learning with Environmental Studies also helps to achieve on of Middlebury College’s main goals: bridging the College’s Peaks of Excellence.

Two of Middlebury College’s Peaks of Excellence are “study of the environment and real-world experiences in the liberal arts” (Middlebury College Catalog Online, 2001, http://www.middlebury.edu/~publish/catalog/middtoday.html). The Environmental Peak Report and Recommendations 2001: A Vision for the Future, by the Environmental Peak Task Force, pinpoints that one of the most important achievements that the Environmental Studies program can strive for is to bridge the Environmental Studies peak with the other peaks:

The interdisciplinary nature of the ES program and the Env Peak definition to encompass all aspects of environmental awareness across the campus leads more to collaboration and integration than isolation. It is entirely consistent with the philosophy and current actions of the ES program and campus sustainability efforts to connect with the greatest number of people and programs on campus. To further reinforce this concept of inclusion in environmentally related matters rather than exclusion, the Env Peak Task Force strongly encourages that bridges be constructed between and among the peaks. It is one thing to develop the Env Peak to a level of excellence and national
leadership, but it is quite another to bridge the peaks, and by doing so to help raise the entire institution to a higher level of excellence and recognition (Jenks-Jay et al., 2001, p.27).

This section of the report includes recommendations for “collaboration with new Service Learning programs and the Career Services Office as the Real World Experiences Peak” (Jenks-Jay et al., 2001, p. 26). The proposed Environmental Education focus effectively bridges the Environmental Studies and Real World Experiences Peaks. Moreover, our collaboration with, and support from, the Service Learning program and Career Service Office during the course of this project demonstrated their enthusiasm for establishing links between the peaks.

**Existing Undergraduate Environmental Education Programs**

While programs to train environmental educators do exist, they are scarce. Searching through the curricula offered through Environmental Studies departments, centers, and programs at a variety of public and private undergraduate institutions across North America revealed a deficiency in programs that strive to continue environmental awareness beyond the present generation.

The following institutions were located offering undergraduate degree programs in Environmental Education:

**San José State University, California** (Bachelor of Arts in Environmental Studies Multiple Subjects Teacher Preparation Program)

**Sonoma State University, California** (Program in Environmental Education with Multiple Subject Teacher Preparation Program—students must still complete student teaching and other coursework through a School of Education for licensure)

**University of Minnesota-Duluth** (Bachelor of Applied Science in Recreation—Outdoor Education)
University of Vermont (Major in Environmental Studies through the College of Education and Social Services, plus Minor in Environmental Studies through College of Education and Social Services for students of secondary education)

Western Washington University (Major in Environmental Education with two options: Outdoor Education and Interpretation, or Mass Communication and Environmental Education)

None of these programs leads specifically to teacher licensure. All of these programs in environmental education involve either a considerable breadth in course requirements from different departments,

or highly interdisciplinary courses from within an environmental studies program (for example, Sonoma State University offers courses in biology, physics, philosophy, education, geology, geography, etc., all within the Department of Environmental Studies and Planning). The breakdown of subjects differs between institutions. Math, political science, economics, and chemistry are also required of environmental education majors at the Huxley College of Environmental Studies at Western Washington University.

Almost all programs also require a communications component, such as public speaking. The University of Vermont requires international coursework for its environmental education program. Only Sonoma State’s program requires significant teacher education and psychology. In general, the background coursework at all the institutions researched covers a wide array of fields but includes at least science and math, humanities, and social science.

The programs researched also contained a common thread of service learning. Every program with the exception of the University of Vermont requires some kind of internship experience toward completion of the major (the UVM major is heavily reliant on independent design). Western Washington’s program includes a requirement of senior
work, foreign study, or an internship. However, it is recognized that environmental education programs are significantly strengthened through hands-on field-based experience.

Although all of these programs are at public institutions, all are very geared toward integrating a liberal arts focus into the majors. In general these programs are designed in a very similar manner to our proposal with one exception. They include core coursework in multiple disciplines, an environmental education-specific course, and a service-learning component. However, most do not include significant teacher education and psychology coursework, which is extremely important in the training of high quality environmental educators. The proposed program here is thus stronger in comparison to other environmental education programs nationwide with the incorporation of this significant suite of classes.

**Interest and Support**

One of the reasons we feel this focus is necessary is the amount of interest we heard from both the College and local community. During the process of creating this proposal we received an overwhelming amount of support. We surveyed students from of the environmental studies and teachers education departments and were met with excitement and curiosity from the vast majority of respondents. Ninety-five percent of the students felt that, “an Education Focus would be a good contribution to the Environmental Studies major.” We received similarly positive responses from more refined questions about the possibility of specific classes we are proposing. For a full report of the results, see attached appendix.
We also contacted members of environmental studies and teacher education faculty, as well as environmental educators from the community who could help support the focus. Again we were met with overwhelming support. Key faculty members such as Bob Prigo and Gregg Humphrey of the teachers education program and John Elder, our proposed professor of ES/ED 302 are completely behind the proposal. Also many local schools have ensured us that students could be placed with environmentally minded teachers in student-teaching situations. Local environmental education institutions such as Shelburne Farms and The Keewaydin Environmental Education Center are also eager to provide opportunities for interested students for ES520 and J-term internships. Please see the attached appendix for the enthusiastic letters of support for this diverse array of respected educators.
II. The Environmental Education Focus Proposal

Our design of the Environmental Education Focus incorporates three components, covering the following areas: environmental philosophy/issues, teaching/psychology pedagogy, and field experience. We envision that the first two components will be worked through in concert, while field experience will be added during the latter phase of study.

Environmental Philosophy and Issues

Two of the following five classes: PS 421, PA 356, SA 211, HI 222, GG 206

We incorporated these classes into the focus for two reasons. First we feel that the courses included in this cluster will help to develop an awareness of many environmental issues. Second, we understand that the environmental movement is one of the most emotionally and politically charged of our society. It may be possible to become environmentally involved without an understanding of the philosophical underpinnings, however, teaching environmental awareness requires a further degree of responsibility that requires some contextual understanding of the subject. An environmentally minded curriculum can require a teacher to win over the confidence of both the student and their parents. It would be very difficult, if not impossible, to do this without a philosophical understanding of environmentalism.
Teaching and Psychological Pedagogy

Three classes composed from the following list: PY 216 or PY 225 (PY105), TE 315 or TE 320, PY 327

The reasons to include these courses are fairly obvious. They are the basis for the TE minor, and take a student a large part of the way toward licensure. If a student was ultimately interested in licensure for public education they would only have to take one or two additional courses as well as the ninth semester teaching experience.

Application of Teaching Skills to Environmental Education

The three following courses: ES/TE 302 (Environmental Education Course taught by John Elder), J-term (TE 327 or educational internship), ES/TE 520 project (Environmental Education Practicum)

This final cluster of classes bridges the gap between service learning and environmental knowledge. At this stage a student is required to call upon all the material they have covered thus far to educate students on various environmental issues. Additionally the service learning opportunities available are quite broad, which will allow a student to gain experience in the specific type of education they prefer. For example, a student can pursue adult, secondary, or primary education depending upon their personal interest.

The ES/TE 520 project will be a, service learning based, practicum. The student should work with an advisor in either the Environmental Studies or Teachers Education department to choose a service learning position. In addition to the fieldwork, the student
will be expected to keep a journal of the experience, and write a final paper summarizing the project.

Finally we would like to stress that this focus is not directly aimed at developing professional educators. While it is structured to take advantage of the existing teachers education program already in place, our primary interest lies in developing students who are conversant in environmental issues and can foster environmental awareness in others. In essence we hope to help foster a society where environmental education takes place both in the classroom and in our everyday personal interactions.

**ES/TE 302: Environmental Education: A Bioregional Approach**
Students enrolled in this seminar will also carry out internships in the public schools of Addison County. They will work closely with teachers in designing curricula that integrate natural sciences, social studies, and the arts in order to foster both an enhanced sense of place and a broader perspective on environmental issues. Among the authors to be read and discussed will be Aldo Leopold, Edith Carr, Rachel Carson, David Sobel, and David Orr.

**GG 206 Human Impact on the Global Environment (Fall)**
This course examines the relationships between humans and their environment(s) around the globe. It examines how social, economic, and political factors operating through human organizations of production, consumption, and social reproduction have disturbed physical processes. The world order, the product of power relationships between states and economic interests, mainly dictates how these factors operate. Because political preeminence will continue to play a role in environmental issues, this course will pay special attention to the social, political, and economic polarization between the developing and the developed worlds and will examine its impacts on the global environment. 3 hrs. lect., 1 hr disc. **SOC OTH CMP** (T. Mayer)

**HI 222 Introduction to Environmental History (Spring)**
This introduction to the history of human interactions with the physical environment focuses on case studies, including European settlement of the New World, industrialization, fire, warfare, and the modern environmental movement, both in the United States and beyond its borders. The course explores several themes, including the consequences of European expansion for human communities and their environments; shifting understandings of nature; cities and their hinterlands as different ways that humans organize nature; and class and race as factors in the human experience of nature and of environmentalism. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (K. Morse)
PA 356 Philosophy and the Environment (Fall)
In this course, we will examine several environmental issues from a philosophical perspective. We will be interested in what arguments can be provided to support particular views, but more important, we will try to identify the deep philosophical issues that underlie particular debates. For example, what is the basis for our determinations of value? We will also examine the challenges that large scale environmental issues present for particular philosophical theories. For example, how well can particular ethical theories handle certain environmental problems? Topics may include animal rights, wilderness preservation, biodiversity, attitudes toward nature, over-population, and economic arguments for the protection of the environment. (Previous course in philosophy or waiver) 3 hrs.lect. PHL (H. Grasswick)

PS 421 Seminar on Perspectives on the Environmental Movement (Not offered 2002-03)
The purpose and focus on this seminar is to examine and analyze the environmental movement (concentrating on the United States) from a number of different perspectives (e.g., historical, economic, philosophical, legal, religious, political). These different perspectives will help us to better understand the environmental movement: where did it come from? what are its main points? is there one unified movement? what are the crucial differences within this movement? By examining the environmental movement with these different perspectives we will be able to gain greater insight into these questions. (PS/ES 211)

PY 216 Adolescence (Spring)
This course is designed to provide an overview of adolescent development, including the biological, cognitive, and social transitions of individuals during this period of life. Development also takes place in context, and we will pay particular attention to the role of family, peer group, school, work, and culture. Students will read research literature, as well as cases, in order to examine the central psychological issues of this developmental period, including identity, autonomy, intimacy, sexuality, and achievement. (PY 105) 2 hrs. lect. SOC (L. Stephen)

PY 225 Child Development (Fall)
This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (PY 105) 2 hrs. lect./1 hr. disc. SOC (A. Langrock)

PY 327 Educational Psychology (Spring)
The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in
educational psychology. The course will examine theories of learning, complex cognitive processes, cognitive and emotional development, motivation, and the application of these constructs to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. (PY 216 or PY 225) 3 hrs. lect./1 hr. disc. SOC (A. Langrock)

SA 211 Human Ecology (CW 5) (Fall)
Environmental issues are also cultural and political conflicts, between competing social groups, economic interests and cultural paradigms. This course introduces students to human ecology, the study of how our adaptations to the environment are mediated by cultural differences and political economy. Topics include: how ecological anthropology has evolved as a subdiscipline, with a focus on systems theory and political ecology; how ritually regulated societies manage resources; how rural communities deal with environmental deterioration; and how contradictions between environmental protection, economic development, and cultural values complicate so many ecological issues. Limited places available for students to satisfy the College writing requirement. (100-level course in environmental studies or SA 103) 3 hrs. lect./disc. SOC OTH CMP (M. Sheridan)

TE 315 Teaching of Mathematics and Science in the Elementary School (Fall)
This course is an examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the classes and lab, students will participate in a field experience of observing and helping out in elementary school classes in the Middlebury area (approximately 24 hours). Students will construct a working knowledge of assessment and the scope and sequence of mathematics and science skills, concepts, and dispositions; how children learn mathematics and science; effective teaching skills and strategies; and the role of the national and Vermont standards in teaching and learning mathematics and science. (Approval required) 3 hrs. lect./3 hrs. lab. (G. Humphrey, R. Prigo)

TE 320 Teaching Reading and Writing Skills in Secondary School Subjects (Fall)
An introduction to curricular and instructional theory as it relates to the teaching of reading, writing, and study skills in the secondary school subject areas. This course is designed to familiarize prospective teachers with the nature of the reading process and strategies to develop critical thinking skills in the various disciplines. We will also consider the politics of literacy and the importance of socio-economic, linguistic, and cultural factors in making appropriate choices about methods and materials for diverse populations. Students are also expected to spend at least two hours per week observing and tutoring in secondary schools in the Middlebury area. (Approval required) 3 hrs. lect. (H. McCollum)

TE 327 Field Experience in Secondary Education and Special Education
Required for students with a minor in secondary education, this course provides students with the opportunity to explore secondary teaching and special education. Working closely with practicing middle and high school teachers, students will spend five days a week (8:30 A.M.-2:15 P.M. in the schools, observing, tutoring, directing small-group
learning, developing lessons, and assessing student work. In the seminar associated with
the field experience, students will explore, through selected readings and a case study, the
policy and pedagogy of special education for students with learning disabilities. Further
topics in secondary education will be addressed. (Approval required) (M. Drexler, H.
McCollum)
Credit/No-Credit

Licensure

We anticipate that many students who focus in environmental education will
choose to pursue licensure in elementary (kindergarten through sixth grade) or secondary
(seventh through twelfth grade) education in Vermont. Our proposed focus will leave
students in a good position to pursue either of these options.

To gain licensure in elementary education a student would have to take two more
teacher education class: TE 305 (Teaching of literacy and Social Studies in the
Elementary school) and TE 317 (Children and the Arts, during J-term). He or she must
also pass two state exams (Praxis I and Praxis II) and stay for a ninth semester of student
teaching (TE 404-407).

Licensure in secondary education is more difficult, but well within the reach of an
environmental studies major with an environmental education focus. Similar to
elementary licensure the student must two additional classes: TE 327 (Field Experience
in Secondary Education and Special Education, during winter term) and either TE 115
(Education in America) or SA 215 (Sociology of Education). The candidate for licensure
must also pass Praxis I and Praxis II and partake in the ninth semester of student teaching
(TE 404-407). Furthermore, to get secondary licensure one must specialize in a certain
field. One option would be for an interested student to get licensed to teach “Science”
with would include physical science, biology, geology, physics, chemistry and earth
science. However this requires that the student be at least a science minor and have an equivalent amount of coursework as a science major. Secondary licensure can also be pursued in other fields relating to an individual student’s interest.

**Program Logistics**

One of the strengths of our proposal is that it will not require any additional funding or faculty. The only new courses we are proposing that are not currently offered at the college are ES/TE 302 and ES 520. The independent environmental education project, ES 520 is similarly structured to the current ES 500 and will only require a faculty advisor. Additional faculty will not be necessary for ES/TE 302 either because John Elder has pledged to teach it, every other year, for at least the next six years. This is a class that he has taught before, and is consistent with the variety of courses he instructs. Furthermore after the 2003-2004 Professor Elder will no longer be chairing the English department freeing additional room for him to teach ES/TE 302.

**Summer Institute**

In addition to the curriculum outlined in our proposal we are working to establish an Environmental Education Institute for local teachers. The first session for this new institute will occur during the summer of 2003. John Elder has offered to chair the institute, along with help from several other faculty members. The following is his description of the program content:

The main elements of the institute will be readings, journal-based writing, field trips, and discussion. Readings will include essays by Edith Cobb, Rachel Carson, David Orr, Mitch Thomashow, and David Sobel, as well as selections from *Orion magazine*. We will also read one short book, *Reading the Forested Landscape* by Tom Wessels. These readings will reinforce our interdisciplinary, bioregional approach and forge bridges
between disciplines. Journals will give us a chance to explore the personal and pedagogical implications of such works. I am a believer in the approach of "writing across the curriculum," and look forward to developing such a model with teachers from the sciences and social sciences. Field trips might include a hike with Tom Wessels, tracking with Sue Morse, and an outing to Lake Champlain with Pat Manley. Here, too, our emphasis will be pedagogical rather than simply informational. We will be asking how scientific and social aspects of the natural environment can be integrated into students' own thought by using exploratory writing. Discussion, rather than lecture, will be our classroom mode throughout.

We have been working with Jan Willey, Associate Superintendent of the ACSU to formalize the Institute. Therefore it will provide an accredited education opportunity for members in the Addison-Rutland professional Development Consortium. This Consortium is comprised of four supervisory unions: Addison Central, Addison Northeast, Addison Northwest, and Rutland Northeast. There are two main goals that this aspect of the project will help achieve. First we hope to establish a lasting connection between environmentally minded, area educators, at all levels. Ideally, the resulting exchange of ideas will help to develop a stronger, and more diverse, commitment to environmental education. Second, creating contacts within the local schools will allow proper placement of Middlebury students with regard to service learning. By developing a list of local educators who are incorporating environmental education into their classrooms, we can ensure that students within the ES Education focus will work under appropriate mentors.

III. Conclusions

We feel that this proposal is a comprehensive approach to an Environmental Education Focus. Middlebury College has long been a forerunner in environmental
studies. We feel education is an integral part of environmental studies that is currently lacking from the College’s curriculum. Our proposal highlights the overwhelming support and interest that already exists. We have worked to ensure that the focus incorporates essential classroom and field based study to provide a solid foundation of both environmental issues and teaching practices. We have established ties with local schools and environmental organizations in an effort to provide students with an array of diverse opportunities. We are not proposing an increase in faculty or funding, thus there are no foreseeable obstacles impeding the implementation of this focus. An Environmental Education Focus will strengthen the Environmental Studies Major and serve the needs of the College and greater community.
Literature Cited


EE Program Web Sites:

San José State University:

Sonoma State University:

University of Minnesota-Duluth:

University of Vermont:
Western Washington University (Huxley College of Environmental Studies):
www.ac.wwu.edu/~huxley/ugraded1.html and
Survey

1) What is your major/minor?

2) Would you be interested in a 300 level environmental education class?
   Yes          No          Maybe

3) Would you be interested in a senior level ES/TE Environmental Education Project-Internship in the field (for example at Shelburne Farms, the Lincoln School, North Branch School, etc.)?
   Yes          No          Maybe

4) Would you be interested in an education focus in the Environmental Studies major?
   Yes          No          Maybe

5) Do you think that an Education Focus would be a good contribution to the Environmental Studies Major?
   Yes          No          Maybe
Survey Results

Students Interested in a 300 Level Environmental Education Class

- Yes: 76%
- Maybe: 7%
- No: 17%

Students Who Feel that an Education Focus would be a Good Contribution to the Environmental Studies Major

- Yes: 95%
- Maybe: 5%
- No: 0%
Students Interested in an Education Focus in the Environmental Studies Major

- Yes: 58%
- Maybe: 22%
- No: 20%

Students Interested in a Senior Level Environmental Education Practicum with Field Experience

- Yes: 59%
- Maybe: 27%
- No: 14%
Contact Information for Existing Winter Term Internship Opportunities in Environmental Education

Middlebury College students interested in environmental education have done the following internships for credit during Winter Term. If a student wishes to do one of these internships, they must still go through the entire application procedure for approval for course credit through the Career Services Office, but this process is much more straightforward since these internships have been approved in the past.

Ms. Amy Powers  
Work and Learn Coordinator  
Shelburne Farms, Resources  
1611 Harbor Road  
Shelburne, VT 05482   (802) 985-8686

Mr. Steve Hagenbuch  
Education Program Director  
255 Sherman Hollow Road  
Green Mountain Audubon Nature Center  
Huntington, VT 05462   (802) 434-3068

Mr. Tal Birdsey  
Head Teacher/Director  
North Branch School  
PO Box 35 Ripton, VT 05766   (802) 453-4727

Ms. Lina Miller  
Business Manager  
Wild Earth Journal  
P.O. Box 455 Richmond, VT 05477   (802) 434-4077

Ms. Amy Miller  
Volunteer Liaison  
The Dolphin Institute  
420 Ward Avenue, Suite 212  
Honolulu, HI 96814
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