

The Environmental Education Advocate

The Newsletter of the National Environmental Education Advancement Project Spring 2003

Environmental Education Course Offered On-line

by Sarah Wilcox, EE Graduate Student, UWSP

A new course developed by EETAP and University of Wisconsin-Stevens Point professors titled "Fundamentals of Environmental Education" is offered via the Internet so it is available to educators across the United States and other nations. Approximately 50 formal and non-formal educators from 29 states and from as far away as Pakistan and Peru enrolled in the first two course offerings.

"I have found a definite direction for the EE I present, and new insights into how I can provide better EE. I think that it's wonderful to have such a class available, and as a distant learning course!"

- Holly Carson, Course Participant

The course strives to provide educators with the knowledge and skills necessary to incorporate quality environmental education into their instruction. Participants will discuss the history, definition, and goals of environmental education, better understand the professional role and instructional methods of environmental educators, and have the opportunity to interact with other educators from across the country.

"The course should be valuable to current teachers, those training to be teachers, those who work with teachers, and those who work in settings like nature centers and museums," said EETAP Director and UW System Distinguished Professor Rick Wilke.

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EE-Link Unveils Capacity Building Component

By Jeremy Higgins, Outreach Specialist, NEEAP

The National Environmental Education Advancement Project (NEEAP) and the North American Association for Environmental Education's (NAAEE) EE-Link are preparing to unveil an exciting new Internet resource that will facilitate interaction among people building environmental education (EE) capacity.

The Capacity Building section of EE-Link (<http://eelink.net/capacitybuilding.html>) focuses on highlighting good examples of organizations, programs, agencies and web resources available to environmental educators interested in enhancing their efforts. "Rather than having to search through hundreds of hits on conventional search engines to locate a desired resource, environmental educators can use this section of EE-Link to quickly and easily explore high quality capacity building resources that have already been identified," explains Katy Wang, Project Manager of EE-Link.

The Capacity Building section is based on NEEAP's State-Level Comprehensive EE Programs, better known as "the wheel". This model has been a guide for EE leaders to strengthen their EE programs, and has been updated regularly.



NEEAP Co-Director Abby Ruskey, who developed the model with Dr. Rick Wilke anticipates that, "the EE-Link Capacity Building section will be invaluable for those interested in finding examples to create the infrastructure needed to support environmental literacy, the tools to achieve stronger EE programs and for connecting with others in the field."

The Capacity Building section will be launched with more than 20 different categories of resources, with several excellent links in each. Although many resources for educators are immediately available, it will be important for site visitors to continue expanding the database by using the "suggest-a-link" option available on the site.

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The NEEAP Rap

Dear EE Advocate Reader:

We are excited to bring you our 20th issue of the *EE Advocate*. Thanks to your efforts we continue to have much to report!

In this issue we are featuring the tools of the internet for EE capacity building. Before Robert Olson left NEEAP, he had the inspiration to take our EE capacity building hard copy resources and place them on the web for a much broader audience. This idea is about to become reality thanks to the joint efforts of NEEAP staff and Katy Wang of EELink. Jeremy Higgins, now coordinating this project, has authored an article in this issue announcing the site launch. This is one of many examples of how the internet directly serves the purpose of EE capacity building. Katy Wang also authored an article in *At the Grassroots* to help you think through the steps of planning and implementing web resources for your capacity building needs.

Searchable electronic directories are another example of "the power of the net" for increasing EE capacity. Done effectively, these directories have the capability of bringing EE related resources to educators of all types. The increased demand for locally developed resources will result from this trend in capacity building. To find out about some of the states that are currently in the process of developing searchable directories, as well as other exciting initiatives, see pages 4-5. Also in this issue is news from the local level and resources and opportunities for all EE leaders.

I am happy to report that Congress approved appropriations for the Office of Environmental Education at the USEPA for another year. This supports all of the partners of the EE and Training Partnership including NEEAP. Also at the national level the 2003 North American Association for EE conference will be held October 7-11. Join us in Anchorage for the best conference ever, addressing all facets of the field including EE capacity building.

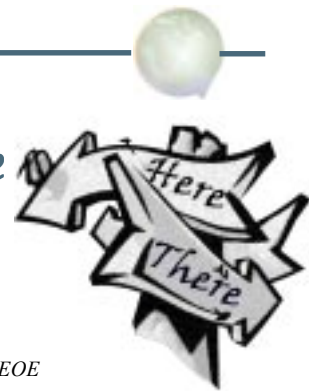
Thank you for your interest and commitment to EE and it's role in bettering our world.

Abby Ruskey
Co-Director, NEEAP



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News From Here and There



Green Schools in Maryland

by Kate Clavijo, Executive Director, MAEOE

The Governor's Green School Award Program in Maryland is central to state level EE capacity building efforts. This awards program recognizes and celebrates Maryland schools that use the school site, the community and their curriculum and instruction to prepare students to understand and act on the current and future environmental challenges that face the state. Schools compile an application illustrating how they meet each of the three criteria. The schools that are selected receive a Green School flag, recognition at an awards ceremony, governor and county executive citations and publicity.



The program was developed by a diverse team of educators and is administered by the Maryland Association for Environmental and Outdoor Education (MAEOE). It recognizes K-12 schools that:

- ✓ Use the school site and their curricular instruction to prepare students to understand and act on the current and future environmental challenges that face all Marylanders.
- ✓ Model environmental and conservation best management practices (BMPs) in building and landscape design and operation.
- ✓ Build partnerships with the local community groups to design and implement projects and programs that will result in a healthier environment.

Currently there are 72 public and private schools that have received this recognition over the past four years. Research conducted by MAEOE found that students from designated Green Schools have significantly higher scores on the state science test than students from schools that are not Green Schools.



Students from Hollywood Elementary School, recipients of the 1999 Maryland Governor's Green School Award.

For more information visit the Maryland Association for Environmental and Outdoor Education website www.maeoe.org or email Kate Clavijo at kate.clavijo@verizon.net.

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At the Grassroots...

Using Internet-Based Communications and Support Services to Build EE Capacity

by Katy Wang, Project Manager, EELink, North American Association for Environmental Education

Internet based communications and support services can be used to increase access to resources, create an opportunity for coordination and support between organizations, program developers, program providers and teachers, and help organizations leverage limited resources. What your Internet presence looks like will be determined largely by the internal capacity of your organization to support the tools that you develop, and their fit with the strategic plan of your organization. While the Internet is a great vehicle for communication, it is a tool like any other, and is therefore only as good as the design and planning that goes into it and the capacity of the people behind it.

Need for a plan

Where do you begin? What can you do to ensure success? Just as with any new program that you're developing, you need to layout how you plan to use Internet based communication tools. A technology plan sets up a process for thoughtful analysis and consideration of how Internet based communication tools and support services (everything from online databases to training courses) can be used to support your strategic plan and will be supported in the long term within your organization.

The components of a Technology Plan:

- ✓ **Technology Vision.** Adoption of Internet based communication tools should be integrated into your strategic plan and are best used in tandem with existing, or proposed, human networks.
- ✓ **Programs and Services.** Describe how Internet based communication tools will enhance the delivery of your programs and services, increase your overall efficiency, and be integrated into your organization's overall strategy. What are the needs of your audience? Only 68% of teachers report using the Internet for lesson preparation. The numbers are growing, but Internet use is not universal - YET!
- ✓ **Operations/Administration.** How will Internet based communication tools increase the efficiency of your operations and administrative functions?
- ✓ **Infrastructure.** Create a picture of your existing infrastructure and project how this will be improved upon or expanded by adopting Internet based tools.
- ✓ **Professional Development.** What is the minimum that will be required of staff to manage the proposed tools? What training may need to take place?
- ✓ **Staffing.** Who will implement and promote the tools that you're developing? Again, there needs to be real people behind the tools to make them effective.
- ✓ **Funding Strategy.** Who else might be interested in the Internet based tools that you propose to develop?
- ✓ **Implementation/Keeping up with Change.** Create a 2-3 year plan for implementation. Include time for pilot testing, phasing and upgrades, and be prepared and open to unanticipated consequences and opportunities. Although your use of technology will most likely increase over time, not all technologies are going to be appropriate for you and your target audience. What networks do you already have in place that you can market your new tools to?
- ✓ **Timeline/Budget.** What revenue stream will be used to support the Internet based tools? Include staff time for planning, testing and implementation phases, as well as funds for maintenance and system upgrades in your budget.
- ✓ **Evaluation.** What are your indicators for success and how will you measure them?

For more information contact
EE-Link at staff@eelink.net.





In the Spotlight: EETAP State Updates

The EETAP States Program seeks to quickly and successfully advance EE training in eight states utilizing the tools of capacity building and focusing on priority initiatives in the field of environmental education. This two-year program is funded by EETAP and managed by NEEAP. Thanks to the EETAP States for providing the following updates. For more info. go to www.uwsp.edu/cnr/neeap.



Arizona: It's Planning Time...

Here in Arizona we are gearing up for the 2003 bi-annual conference of the Arizona Association for Environmental Education (AAEE). Our conference theme this year is Senderos (Pathways): Environmental Education in a Multicultural Society. In conjunction with our conference this year, we are also planning AAEE's first Leadership Clinic. Our conference strands are diverse and reflect our theme, leadership clinic goals and general EE topics. For more information on this conference take a look at our NEW website www.arizonaee.org.

In addition to conference planning, we are planning our first ever, Arizona Studies Academy. This is not your regular joint workshop! This academy is a collaborative effort of EE and natural resource programs and organizations from around the state. It will present an in-depth look at our state's natural resources and how the teachings of these concepts tie in with academic standards. To find out more visit www.azstudies.org.

Missouri: Certification, Networking and Planning

The Missouri EE Association Certification Program awarded its first completed Certification at the Missouri Conference on EE this past November. As the program begins its second year, there are nearly 80 participants with several close to completion. Thirty-two Instructional Workshops have been approved and more are being certified each month.

With help from EE-Link, the construction and testing is well underway for a new **on-line networking and resource system**. The system will become part of the Missouri EE Association web site and will include a searchable database for EE organizations, services, events, and resources available throughout the state. This on-line resource will expand available information by allowing EE providers to publicize their programs. It will also increase communication among environmental educators in MO.

The Missouri Community Leadership Clinic is in its final planning stages. Twelve teams of 6-8 members each have been selected through an application process to attend the clinic April 30-May 2. At the clinic, teams will develop action plans for EE projects in their communities. Delia Clark, program Director at the Antioch New England Institute, will be on hand to share her expertise with community and place based education. Participants will receive resource materials, attend skill-building workshops, consult with Resource People, and meet with their teams regularly throughout this participant-driven clinic.

California: Inroads with Diverse and Preservice Audiences

As part of California's EETAP diversity goal, we continued to exhibit at the annual California Association for Bilingual Education (CABE) state conference, held in February in Los Angeles. This vibrant, well-attended event provides the environmental education (EE) community with the opportunity to connect directly with educators of children learning English. We will exhibit at two upcoming regional conferences.

Following up on last year's efforts to spark dialogue around increased integration of EE in the state's preservice programs, the California EETAP program hosted a March EE conference for heads of teacher education programs. Professors came from all over the state and participated in sessions addressing the status of EE in California and nationally and innovative EE programs in the state. Hands-on interactive sessions connected them with a wide range of California's nonformal EE providers and resources. Participants discussed a range of issues affecting further integration of EE into preservice classes, such as standards/testing, equity, teacher success, and student-centered learning. An introduction to the CREEC Electronic Resource Directory was offered during both events.

Illinois: Two Significant Events Boost Energy

After eighteen months of intense planning and collaboration between the Illinois EE Advancement Consortium (IEEAC) and the EE Association of Illinois (EEAI), two significant events recently took place in Illinois: the Midwest Leadership Clinic and the Tools Train the Trainer Workshop. These trainings were attended by the regional coordinators for our newly developed Centers of Regional Environmental Education (CORE²), our EETAP Project. The statewide regional directors of EEAI, our affiliate, also attended. These opportunities provided an extended period of time in which to network and set a direction for the state.



Energy was renewed and progress is being made on all of our goals: new members joined each of the CORE² teams; a logo was created; bi-monthly statewide meetings were scheduled; and a new subcommittee was formed to design the website. Currently, four Tools Workshops are being planned throughout the state by the newly trained facilitators, and within the next six weeks the training materials will be posted on EE-Link (eelink.net). Illinois Green Door, an eco-system based resource site for educators (www.isbe.state.il.us/ilgreendoor/), and the Projects' Correlations are being revised for placement on the statewide website. An online survey has been designed to send to the hundreds of EE providers identified throughout the state during the past six months. This is the second step toward developing a statewide database. Lastly, interviews have begun in all the regions toward the development of an evaluation tool.

Ohio: Depths of Diversity

The Ohio DiversitEE Initiative is advancing smoothly with projects underway for each of the five underserved audiences we have selected to work with: early childhood, high school, social studies, language arts and urban/minority educators across all grades and disciplines. The key strategy for much of the initial work has been to identify and create a stakeholder network of teachers and EE resource providers to dialogue over professional development needs. Based on that, we now have regional teacher workshops or programs being offered for these audiences.

We also offered a workshop at our EECO Annual Conference with a focus on cultural sensitivity issues: "Reframing Understanding, Programs and Professional Development: Incorporating Cultural Sensitivity into EE", where we exchanged stories from our own cultural backgrounds and explored a stirring case study of "cultural paralysis" with Lisa LaRocque and Alma Galvan from Project del Rio, with support from EETAP. The workshop raised consciousness and inspired participants to address cultural diversity issues in their own communities. We highlighted practices that are key to a culturally sensitive process including the foundational task as EE providers to (1) enter those communities we wish to serve to observe and learn about their context and needs (2) establish "ground rules" or inspire a commitment/pledge to honor all cultures in the room and (3) recognize that people have multiple intelligences and provide for a variety of learning styles.

Oklahoma: Getting To Know the "Invisible" Community

The Leadership Clinic planning committee has been busy preparing for the June event to be held at the Oklahoma City Zoo. A retreat for facilitator training is scheduled for May 27 at the Red Plains Monastery on the outskirts of Oklahoma City. The peaceful country setting is conducive to work and reflection. Things are shaping up and we are excited about this initial leadership clinic. Parallel plans are being made for the follow up Leadership Institute in September where clinic participants will return to work on the formulation of a Master Plan for EE in Oklahoma. For more info. go to www.oklahomaeconsortium.org/

Consortium representatives attended the Oklahoma Sustainability Network Conference March 21st to connect with potential Consortium members. We are continually seeking to widen the circle of EE and draw in representatives of un-served and under-served members of the community.

In January, two Consortium Steering Committee members were invited for the first time to attend a regular meeting of the Asian Society of Oklahoma. The Society is interested in becoming involved and has been formally invited to join the Consortium. Getting to know and include the "invisible" community is rewarding but takes patience and persistence. The end result is a growing, inclusive and literate EE community.



Utah: Certification Summit A Success

Utah continues to make strides towards a competency-based EE Certification Program. In January, USEE hosted a very successful Utah Certification Summit which brought together over 30 individuals from around Utah as well as some national partners. EETAP partners that participated in the Summit included Gus Medina (EETAP), Bora Simmons (NIU), Joe Heimlich (OSU), and Alison Bowers (PLT). With the guidance of Summit Facilitator Susan Toth, the two-day event allowed individuals to learn, review and discuss:

- ✓ Competency in Environmental Literacy
- ✓ Foundations of Environmental Education
- ✓ Professional Responsibilities of the Environmental Educator
- ✓ Planning and Implementing Environmental Education
- ✓ Assessment and Evaluation.

Lessons learned from the Summit are the basis for modifications to the process. The program is scheduled to be launched this summer.

Washington: Focus on K-12 Preparation

The Washington EETAP team is testing student learning based on integrated benchmarks or standards. The Washington team is also running an assessment project to determine a link between student learning and education that integrates natural science with civics. In March 2003, over 800 students from 16 elementary schools and 10 middle schools completed standards-like tests for integrated learning where environment is the context for learning. The data from this project will help the Washington team make a case for integrated contextual learning through the environment for K-12.

The colleges of teacher preparation professors involved in the Washington EETAP project are now sharing these standards with their students. Teacher preparation colleges are observing how student teachers adapt to these integrated EE benchmarks. The 2003 Washington EETAP Summer Institute will provide examples of pre-service teacher work based on these benchmarks.

The culminating 2003 Summer Institute will be an opportunity for the 17 colleges of teacher preparation to share how teacher preparation with integrated science and civics works. The colleges have now created teams of professors who are engaged in a dialogue and concept development around environment, culture and education, and the role of critical thinking and inquiry. The regions in Washington state are forming "Hubs" of colleges who will define their mission and goals pertinent to their area and situation. These "Hubs" will begin to work with K-12 schools on best practices and successful strategies to implement integrated science and civics that motivates students to learn.

In the Spotlight: Demonstration Communities



Representatives of the Demonstration Community teams visit a landfill located in the middle of a residential section of Northeast Oklahoma City. These representatives met with national and local partners January 12–14 to discuss lessons learned as they worked to develop environmental education (EE) projects in their culturally diverse communities.

Oklahoma City, Oklahoma

The Oklahoma City Demonstration Community Project (OCDPC) applied to become a Groundwater Guardian Community and will continue to involve a variety of community leaders. The OCDPC Groundwater Guardian team will provide a Project WET (Water Education for Teachers) training and certification workshop at local schools among other activities in the community. Parents, teachers and students will gather in September 2003 for an EE festival at the Langton University Extension Center.

To help local residents understand the health concerns related to a neighborhood superfund dump located in a residential area of the community, OCDPC is coordinating the research and writing of a series of articles and press releases for the Ebony Tribune, Black Chronicle, Oklahoma City Herald and the Daily Oklahoman.

Chaparral, New Mexico

This unincorporated community is typical of many border communities in the southwest. Chaparral's Community Development Association (CCDA) and Project del Rio, an EETAP partner organization working in the Rio Grande Valley, have joined forces to increase leadership through education in order to address the communities most pressing needs. In order for them to tackle issues like getting a sewage system and avoiding groundwater contamination from a liquid sludge site, the residents have decided to draw in neighbors from all backgrounds and ethnicities. Chaparral's population is a combination of U.S. born Hispanic, Caucasian and Mexican born citizens in the process of gaining U.S. citizenship. All community meetings are facilitated in Spanish and English.

(Continued on page 7)

What's New With EETAP?

by Dr. Augusto Medina
Project Manager, EETAP



EE and Cultural Diversity Casebook Update

Last September EETAP conducted a Cases Workshop that started a process for creating a collection of cases on environmental education and cultural diversity. This is an effort by EETAP to capture and use practitioner knowledge to better prepare environmental educators for working in and with diverse cultural communities.

These cases have been written, reviewed and re-written since September 2002. The writers of these cases came together for a one-day meeting in January 2003 to review the second drafts and provide feedback. Final drafts have now been written and an editor from WestEd is working with the writers to polish their cases. The cases will then be field tested, revised, and published. Watch for release of the casebook in early 2004. For more details see our Fall 2002 issue at www.uwsp.edu/cnr/necap.

Year 4-5 Planning Underway

With greater certainty of funding for a fourth year, EETAP and its partners are preparing to write a work plan. The work plan will cover a two-year period even though the funding situation for a fifth year is still uncertain.

Designing a program for Years 4 and 5 of EETAP started with a self-assessment of each Year 2-3 activity. Partners took a critical look at accomplishments to date and how that compared against stated outputs and outcomes. This was followed by an evaluation of the program conducted by an outside team. Using the evaluation report and partner comments, EETAP management and U.S. EPA determined the activities that will continue.

EETAP is now in the process of establishing activity teams that will take the lead in designing the Year 4 and 5 activities. The teams will meet to discuss the work that needs to be done and will then write draft activities for review by all partners at a May meeting in DC.

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Resources & Opportunities

In order to assist states and communities who are building capacity for environmental education and developing sustainable grassroots organizations, NEEAP offers Resources and Opportunities. In this section, you will find information and contacts geared towards networking, partnering and funding opportunities, new initiatives, and relevant Internet links and listserves.

EE Link: Your Link to EE Resources on the Internet

EE-Link develops and supports Internet-based communication tools to build the capacity of environmental education (EE) organizations through collaboration, information dissemination and access to EE resources and professional development opportunities. EE-Link's work includes the development and support of statewide EE resource databases as well as the EE-Link web site (<http://eelink.net>), which provides access to over 3,000 EE materials, programs and grant and job opportunities. A bi-weekly electronic newsletter, EE-News, is another service that includes current information on professional development/research opportunities, grants, legislative updates and EE resources.



North American Association for Environmental Education
32nd Annual Conference, October 7-11, 2003
Anchorage Alaska

Thinking Globally While Acting Culturally
Early Bird Registration Deadline August 1, 2003

For more information visit NAAEE website www.naaee.org

ASCD 2004 Conference - Faces of Education

Association of Supervision and Curriculum Development (ASCD) is accepting presentation proposals for its March 2004 conference in New Orleans, LA. The conference theme is "Faces of Education: Courageous Actions, Powerful Stories." Strands include: Shaping Powerful Learning, Building Courageous Learning Organizations and Designing Innovative Systems. For more information go to www.ascd.org and follow links to the Annual Conference area. Proposal deadline: May 1, 2003.

The Nature of Learning Start-up Grants

The Nature of Learning, formerly known as "Earth Stewards," is the National Wildlife Refuge System's new community-based environmental education initiative. Schools, non-profit organizations, "Friends" groups, Cooperative and Interpretive Associations and Audubon Chapters are encouraged to apply for these grants of up to \$5,000. For more information go to www.nfwf.org/programs/tmol.htm. Application deadline: June 30, 2003.

A Toolbox for Community Based EE

The Community Tool-Box at <http://ctb.lsi.ukans.edu> is a resource that those working in Community Based EE programs may find helpful. Currently, the core of the Tool Box is the "how-to tools" with sections on leadership, strategic planning, community assessment, advocacy, grant writing and evaluation to give just a few examples. Additionally there are links to hundreds of other helpful web pages and listservs in areas such as funding, health, education and community issues.

(In the Spotlight: Demonstration Communities, cont.)



The CCDA and PdR have convened a team that developed a community assessment survey and administered it to key leaders from the community college, Vista volunteer group, senior association, health council, and local newspaper. This survey will be evaluated by the citizen group and a collaborative community project will emerge from everyone's input.

Orange County, California/The Groundwater Foundation

In Orange County, two environmental groups are collaborating to strengthen existing and develop new EE programs and networks. The two groups are the Orange County Water District Groundwater Guardian Team and the Orange County California Regional Environmental Education Community Network. The work in this community has focused on team building and implementing processes that can help two very different groups come to consensus about the environmental education needs of the community.

In February, the newly combined group, concerned with the recent Permit II storm water requirements for California, made the decision to work together to develop and implement a model storm water program for a school campus. When completed, this model program could be used by other schools and districts throughout the county to assist them in meeting the Permit II requirements.



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(EE Course Offered Online, cont.)

Participant and instructor evaluations of the course have been very positive. The course is being evaluated again this spring and will be revised again before being made available to other colleges and universities. According to Wilke, “The long term goal is to use this course to significantly increase the number of colleges and universities that offer EE training to their pre-service and in-service teachers.” Faculty interested in learning more about how they can offer this on-line course from their own institution should contact Wilke at rwilke@uwsp.edu.

The “Fundamentals of Environmental Education” course was developed in collaboration with national EE experts, using NAAEE’s “Guidelines for the Initial Preparation of Environmental Educators” and other materials produced by organizations such as the World Wildlife Fund, Project Learning Tree, Project WILD, and Project WET.

The course is offered for two undergraduate or graduate level credits by UWSP. This last year, tuition for two graduate credits was \$530 and tuition for two undergraduate credits was \$310. All students, regardless of location, are eligible for this in-state tuition rate. The course can also be taken at a workshop cost of \$150 for those who are not interested in obtaining credit. UWSP will provide verification of workshop completion.



This graduate student is learning creative ways to utilize Environmental Education in the classroom by taking the “Fundamentals of Environmental Education” online course.

The course runs for 10 weeks and will be offered again starting September 15, 2003. There is a limited class size and registration begins this May. For more information about the course or to enroll, please log on to www.eetap.org/eeecourse.

(EE-Link Unveils Capacity Building Component, cont.)

“This is an evolving tool that will grow and improve through the input of its users. While NEEAP and EE-Link will continue to add links to the Capacity Building section, we rely on our colleagues in the field to make sure that their favorite resources are also included,” explains Wang.

In addition to the Capacity Building section, EE-Link has also incorporated a special icon to clearly identify capacity building oriented links throughout the whole website.



NEEAP and NAAEE have been collaborating on this project through the Environmental Education and Training Partnership (EETAP). One of EETAP’s primary goals is to build the understanding and skills needed to create comprehensive and sustainable EE programs at the state and local level. Another goal is to make EE resources more accessible. The EE-Link Capacity Building section helps achieve both goals by making a myriad of capacity building resources readily available to environmental educators throughout North America.

The new EE-Link Capacity Building section will be unveiled in May 2003. Look for official announcements in EE-News, the EETAP Bulletin and in many other environmental education publications. For more information about this project contact Jeremy Higgins, NEEAP Outreach Specialist, at Jeremy.Higgins@uwsp.edu or 715-346-4179.

Are You Moving?

If you are moving or changing positions and would like to stay informed about environmental education capacity building efforts by receiving the *EE Advocate*, send us your updated contact information at neemap@uwsp.edu or 715-346-4748.