Section I: Cover Sheet (1 page)

The Cover Sheet must be used for each report submitted. The cover sheet asks for basic contact information and other information about the program and college/university.

Date Submitted:

College/University:

Address:

Name of Preparer:

Title/Position of Preparer:

Phone Number:

Email Address:

Is your college/university a member of NAAEE?
___ Yes
___ No

Type of institution:
___ Public
___ Private
___ Other

Average annual enrollment in your institution:

Is your institution designated a Minority Academic Institution (e.g., HBCU, HIS, Tribal College)?
___ Yes
___ No

Section II: Program Data (6 pages maximum)

1. NAME OF PROGRAM

2. Program Vision, Mission, Philosophy and Goals
State the mission, vision, philosophy, and goals of your program as they specifically relate to the NAAEE *Professional Development of Environmental Educators: Guidelines for Excellence.*

3. DESCRIPTION OF PROGRAM
Provide the following:

   a. **Program design:** Clearly describe the design of the specific program for which you are submitting the application (e.g., elementary teacher preparation, secondary preparation; environmental education minor or concentration, endorsement, MA, MS, MAT). Attach a program of study or advising documentation that shows the recommended/required courses and sequences.

   b. **State or institutional policies:** Describe policies that influence your program's ability to meet NAAEE *Professional Development of Environmental Educators: Guidelines for Excellence*. This may include, but is not limited to, state approved degrees, certificates, endorsements, or absence of such policies.

   c. **Historical context for the program:** Describe the major shifts in your program structure and changes such as shifts in state certification processes or changing nature of the student population served that have influenced program design.

   d. **Any unique aspect(s) of the program**: Describe, for example, research, partnerships, and/or collaborations.

4. INSTRUCTOR INFORMATION:
Complete the following information for each instructor responsible for teaching course/experiences that demonstrate guideline competence.

Table1. Instructor Information

Instructor Name	Highest Degree, Field, & College/University	Assignment: Indicate the role of the instructor in the program	Title/Rank	If applicable, Tenure/ Tenure Track (Yes/ No/NA)

5. PROGRAM PARTICIPANTS

Describe the number of program participants served by year, and, if available, program participant demographics (age, gender identity, and ethnicity). Provide **at least two years and up to six years of data** on participants enrolled in the program, beginning with the most recent year for which numbers have been tabulated.

TABLE 2. PROGRAM PARTICIPANTS

Year (report at the end of the academic year)	Number of New Students Enrolled in the Program	Number of Continuing Students Enrolled	Number of Students Who Have Completed the Program	Demographic Characteristics of Program Participants (e.g., age, gender identity, and ethnicity, if available)

Section III: Self-Study Audit—Alignment to NAAEE *Guidelines*

For Section III, provide evidence that demonstrates, as explicitly as possible, 1) **how** your program is aligned to the six NAAEE *Guidelines* Themes and 2) **how** you assess program participants' competencies for each of the six *Guidelines* Themes.

Reviewers will be looking for evidence that demonstrates how the program design (e.g., courses, experiences) provides program participants with opportunities to gain the understandings, skills, and dispositions described in each of the six *Guidelines* Themes. In addition, they will be looking for evidence that *demonstrates* how program participants are assessed against those same *Guidelines* Themes. That is, they want to know how it is determined whether a program participant has met the competencies outlined in each of the six *Guidelines* Themes. Finally, reviewers will be considering the degree to which program participants have demonstrated their level of competency across each of the six *Guidelines* Themes (e.g., summary of assessment results). See Program Review Rubric.

1. COURSES/EXPERIENCES ALIGNMENT (1-PAGE MAXIMUM)

List all the courses and experiences in your program that address NAAEE *Guidelines* Themes and rate them as follows: 1 = introductory level, 2 = intermediate level, 3= advanced level or NA = not applicable. Add rows as needed.

Table 3. Course/Experience Alignment

Course/Experience where *Guidelines* Themes are Addressed: 1 = introductory 2 = intermediate 3= advanced NA = not applicable	*Guidelines* Themes					
	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6

2. COURSE/EXPERIENCE INFORMATION SHEET (1 PAGE PER COURSE/EXPERIENCE)

For each course/experience listed in Table 3, provide:

a. Brief overview, including the catalog description, course designator, and number, if applicable
b. Brief description of major course assignments tied specifically to the *Guidelines* Themes
c. Brief description of the tool(s) used to assess the assignments (e.g., rubric, scoring guide, examination)
d. Listing of the major topics covered in the course/experience

Limit descriptions of assessments to those that provide the best evidence of competency of the *Guidelines* Themes. Please include copies of the assessments in an appendix. For assessments providing evidence of competency for more than one Theme and/or other course content, clearly label the section of the assessment that relates to each Theme.

Complete a separate information sheet for each course/experience.

Course/Experience Information Sheet (Limit to one page per course or experience). Delete the bracketed [] words below.

Course/Experience Information Sheet

[Course Title]

Course overview

[Brief overview, including the catalog description, course designator, and number, if applicable.]

Course assignments and assessing student work

[Brief description of only the major course assignments directly tied to the *Guidelines.* Brief description of how these course assignments are assessed. Limit descriptions of assessments to those that provide evidence of competency of the Guidelines Theme(s). For example:

Assignment:

- Assessment:
Assignment:

- Assessment:]

Course topics

[Listing of the major topics covered in the course/experience.]

3. PROGRAM DESIGN ALIGNMENT, ASSESSMENT ALIGNMENT, AND ASSESSMENT RESULTS (12 PAGES MAXIMUM)

Using information supplied in Table 3, Course/Experience Alignment and the Course/Experience Information Sheets, complete Table 4, Program Design Alignment, Assessment Alignment, and Assessment Results. Provide specific evidence that demonstrates *how* your program is aligned to the six NAAEE *Guidelines* Themes and *how* you assess program participants' competencies for each of the six *Guidelines* Themes.

Instructions:

Column 1:
Name course/experience: Name the course/ experience. *Use a separate row for each course/experience.*

Column 2:
How Guidelines Themes are taught: Identify the guideline by number (e.g. 2.2). Describe what methods (e.g., lecture, discussion, and field trips) are used by faculty to teach the content that matches this guideline. Describe the applicable topics taught related to this guideline (e.g., differentiated instruction, history of EE, instructional strategies).

Guideline #

Methods:

Topics:

Column 3:
How program participants are assessed: Describe the assignments that show how students demonstrate competency related to the specific guideline (e.g., written lesson plan, exam, peer teaching, and journaling). Include any prompts or other directions that clearly tie the assignment requirements to the specific competency. A general assignment that does not include specific prompts related to the *Guidelines* Theme (e.g., journaling, lesson plan) may not provide sufficient evidence of alignment.

Assignments:

Column 4:
How student competency is evaluated: List the tools (e.g., rubrics, scoring guides, exam grades) that are used to assess assignments and indicate what level determines competency.

Limit assessments to those that provide the best evidence of competency of the specific *Guidelines* Theme. Please include copies of the assessments in an appendix. For assessments providing evidence of competency for more than one Theme and/or other course content, clearly label the section of the assessment that relates to the specific Theme.

Tool:

Appendix #:

Competency =

Column 5:

Summary of assessment results: Identify the percentage and number of students who demonstrated competency and the year the assessment took place. At least two years of data are required (e.g. Spring 2018: 100% of students at 80% or above, n = 12; Spring 2017: 90% of students at 80% or above, n = 10).

Semester/year:

Include a copy of or a link to all major assignments used to assess program participant competencies, and a copy of or a link to all rubrics, tests, scoring guides, etc. used to determine if a program participant has demonstrated competencies.

It is important to provide specific evidence to support your descriptions and data that document participants' competency of each *Guideline* Theme. Refer to the Program Review Rubric to gauge the degree that your program addresses each *Guideline* Theme. Reviewers are looking for a preponderance of evidence that the program meets all six *Guideline* Themes for both program design and assessment.

Table 4. Program Design Alignment, Assessment Alignment, and Assessment Results Chart

Theme 1. Environmental Literacy: Educators must be competent in the skills and understandings outlined in *K-12 Environmental Education: Guidelines for Excellence* (NAAEE, 2019).

1.1 Question analysis and interpretation skills
1.2 Environmental processes and systems
1.3 Skills for understanding and addressing environmental issues
1.4 Personal and civic responsibility

Courses/Experiences	How *Guidelines* Themes are Taught	How Program Participants are Assessed	How Student Competency is Evaluated	Summary of Assessment Results
Course/Experience: **Methods**: **Topics**:	**Guideline #.**	**Assignment:**	**Tool:** **Appendix #:** **Competency =**	**Semester/year:** **Semester/year:**

Theme 2. Foundations of environmental education: Educators must have a basic understanding of the goals, theory, practice, and history of the field of environmental education.

    2.1 Fundamental characteristics and goals of environmental education
    2.2 How environmental education is implemented
    2.3 The evolution of the field

Courses/Experiences	How *Guidelines* Themes are Taught	How Program Participants are Assessed	How Student Competency is Evaluated	Summary of Assessment Results
Course/Experience:	**Guideline #.** **Methods**: **Topics**:	**Assignment**:	**Tool**: **Appendix #**: **Competency =**	**Semester/year**: **Semester/year**:

Theme 3. Professional responsibilities of the environmental educator: Educators must understand and accept the responsibilities associated with practicing environmental education.

3.1 Exemplary environmental education practice
3.2 Emphasis on education, not advocacy
3.3 Ongoing learning and professional development

Courses/Experiences	How *Guidelines* Themes are Taught	How Program Participants are Assessed	How Student Competency is Evaluated	Summary of Assessment Results
Course/Experience:	**Guideline #.** **Methods**: **Topics**:	**Assignment:**	**Tool:** **Appendix #:** **Competency =**	**Semester/year:** **Semester/year:**

Theme 4: Planning and implementing environmental education: Educators must combine the fundamentals of high-quality education with the unique features of environmental education to design and implement effective instruction.

4.1 Knowledge of learners
4.2 Knowledge of instructional methodologies
4.3 Planning for instruction
4.4 Knowledge of environmental education materials and resources
4.5 Technologies that assist learning
4.6 Settings for instruction
4.7 Curriculum planning

Courses/Experiences	How *Guidelines* Themes are Taught	How Program Participants are Assessed	How Student Competency is Evaluated	Summary of Assessment Results
Course/Experience:	**Guideline #.** **Methods**: **Topics**:	**Assignment:**	**Tool:** **Appendix #:** **Competency =**	**Semester/year:** **Semester/year:**

Theme 5: Fostering learning and promoting inclusivity: Educators must enable all learners to engage in culturally relevant open inquiry and investigation, especially when considering environmental issues that are controversial and require students to seriously reflect on their own and others' perspectives.

5.1 A climate for learning about and exploring the environment
5.2 An inclusive and collaborative learning environment
5.3 Flexible and responsive instruction

Courses/Experiences	How *Guidelines* Themes are Taught	How Program Participants are Assessed	How Student Competency is Evaluated	Summary of Assessment Results
Course/Experience:	**Guideline #.** **Methods**: **Topics**:	**Assignment:**	**Tool:** **Appendix #:** **Competency =**	**Semester/year:** **Semester/year:**

Theme 6. Assessment and evaluation: Environmental educators must possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs.

    6.1   Learners outcomes
    6.2   Assessment that is part of instruction
    6.3   Improving instruction
    6.4   Evaluating programs

Courses/Experiences	How *Guidelines* Themes are Taught	How Program Participants are Assessed	How Student Competency is Evaluated	Summary of Assessment Results
Course/Experience:	**Guideline #.** **Methods**: **Topics**:	**Assignment:**	**Tool:** **Appendix #:** **Competency =**	**Semester/year:** **Semester/year:**

NAAEE ACCREDITATION: DISTINGUISHED COLLEGE AND UNIVERSITY PROGRAMS

REVIEW CHECKLIST: TO BE COMPLETED BY APPLICANTS AND NAAEE REVIEWERS.

Materials to be submitted for Self-Study Audit	Complete	Incomplete
Section I: Cover Sheet (1 page maximum)		
If incomplete, describe what is missing in Section I:		
Section II: Program Data (6-page maximum)		
1. Name of Program		
2. Program Vision, Mission, Philosophy, and Goals		
3. Description of Program		
4. Table 1, Instructor Information		
5. Table 2, Program Participants		
If incomplete, describe what is missing in Section II:		
Section III: Self-Study Audit Report—Alignment to NAAEE *Guidelines Themes*		
1. Table 3, Courses/Experiences Alignment (1 page maximum)		
2. Course/Experience Information Sheet (1 page per core course)		
3. Table 4, Program Design Alignment, Assessment Alignment, and Assessment Results (12 pages maximum)		
If incomplete, describe what is missing in Section III:		

	Yes	No
Application is complete and qualifies for further review.		