



Environmental Education Certification Manual

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Section 1: Introduction

Thank you for your interest in building professionalism in the field of environmental education. By considering participation in Virginia's Environmental Education Certification Program, you are taking an important step towards elevating the important work we all do. This program has been thoughtfully designed by passionate Virginia environmental educators who conscientiously planned for both rigor and accessibility. We hope you will find this program both feasible for you to complete and a robust experience that challenges you, broadens your outlook, and helps you to grow as a professional.

Acknowledgements

Thank you to countless volunteers who have carried the torch of developing a certification program over the years. When the Office of Environmental Education was closed in 2016, VAAEE determined that the work to develop a certification program must go on. Volunteers continue to support this program--offering continued support to evaluate both the program itself and candidate work and projects.

Certifying Advisory Board (CAB) members serving as of Candidate Manual publication (2021)

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Thank you to our past CAB members and Certification Administrator:

Dan Cohen, Jenna Conner-Harris, Charlotte DeMolay, Danielle Racke, and Meredith McCool

Special thanks to the following organizations who lent their support during certification development:

North American Association for Environmental Education, Kentucky Association for Environmental Education, North Carolina Office of Environmental Education, Utah Society for Environmental Education, Claytor Nature Center - University of Lynchburg, Department of Forestry at New Kent

Thank you to the former Virginia Office of Environmental Education and everyone else who contributed to the process of building the Certification Program.

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What is certification?

According to the North American Association for Environmental Education (NAAEE):

Professional certification ensures that individuals are fully prepared for work within a specific field of expertise. Certified environmental educators meet stringent requirements for proficiency in both the interdisciplinary content and pedagogy necessary to develop and deliver high quality, effective EE programs.

While it is not necessary to attain certification in order to be employed as an environmental educator, certification readily distinguishes highly qualified professionals and enhances the resumes of those who have attained it. Having a community of certified professionals also elevates respect for the profession.

Who should seek certification?

Virginia Environmental Education Certification is for anyone who educates about some aspect of the environment, is passionate about elevating the field, and would like to strengthen their environmental and/or pedagogical expertise.

Benefits of Certification

Good for the field of Environmental Education:

Certification addresses the knowledge, skills, and ethical standards required to work as a professional in the EE field and builds the field's credibility.

Good for you, the environmental educator:

Certification provides robust professional development opportunities resulting in more effective professional practice. Its focus on both theory and practice leads towards greater mastery. Due to this program's multifaceted nature, networking opportunities abound.

Once you've obtained your certificate, you can be contracted and paid by the VAEE to facilitate training workshops wherever you are already located.

The VAEE is working with environmental education organizations to incentivize and promote environmental education certificate holders.

How the North American Association for Environmental Education (NAAEE) *Guidelines for Excellence* relate

The NAAEE Guidelines for Excellence are the backbone of NAAEE's Core Competencies for certification. The *Guidelines* themselves were developed by a diverse team of professionals and have undergone substantive review by thousands of professionals prior to publication. These publications establish guidelines for the "development of balanced, scientifically accurate, and comprehensive environmental education programs and materials. Quality environmental education programs help develop an environmentally literate citizenry that can compete in our global economy; has the skills, knowledge, and inclinations to make well-informed choices; and exercises the rights and responsibilities of members of a community." (NAAEE)

Code of Ethics

Virginia Environmental Education Certification Candidates and Certified Environmental Educators share the responsibility of educating towards an environmentally literate citizenry—people who have "the knowledge, skills and dispositions to solve problems and resolve issues individually and collectively that sustain ecological, economic and social stability."* By working as a Virginia environmental educator, you are accepting a position of public trust. In order to meet this obligation and uphold the dignity of the profession, environmental educators will:

- Respect and obey the law, demonstrate personal integrity, and exemplify honesty.
- Comply with standard practices and exemplify ethical conduct toward students, colleagues, school officials, parents, program participants, and members of the community and shall safeguard academic freedom.
- Extend just and equitable treatment to all.
- Continually work with community partners to improve educational opportunities in the community.
- Encourage the use of sound environmental education principles in management decisions.

I. *Professional Practice*

Virginia Environmental Education Certification Candidates and Certified Environmental Educators will:

- Promote competence in the field of environmental education by supporting high standards of education, performance, and employment practices.
- Accurately and adequately represent the facts and results of research and not base decisions on theological or religious beliefs, political pressure, or client or supervisor pressure.
- Endeavor to avoid situations where a conflict of interest may arise.
- Protect confidential information of staff, program participants, and colleagues.

II. Professional Conduct

Virginia Environmental Education Certification Candidates and Certified Environmental Educators will:

- Conduct activities with honesty, fairness, and respect.
- Accept responsibility for behavior and decisions.
- Possess an adequate basis for professional judgment.
- Make no false, misleading, or deceptive statements regarding personal qualifications.
- Respect the fundamental rights, dignity, and worth of program participants, program staff, colleagues, etc. and the environment.
- Be aware of how personal belief systems may affect professional activities.
- Not accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage.

III. Social Responsibility

Virginia Environmental Education Certification Candidates and Certified Environmental Educators will:

- Strive to be sensitive to cultural and individual differences including those due to age, gender, ethnicity, national origin, religion, sexual orientation, disability, and socio-economic status.
- Practice professional behavior that is free from sexual harassment or discrimination with respect to religion, gender, sexual orientation, race, national origin, age, or physical restrictions.

*Definition of *Environmental Literacy* provided by the Virginia Department of Education.

Section 2: How to Begin

1. Register to enroll in the Virginia Environmental Education Certification Program.

Visit VAEE's website to register, pay the enrollment fee, and complete the online enrollment form.*

- *Those who enrolled in January 2022 will pay their registration fee after completing the "Methods of Teaching Environmental Education" workshop.

2. Preview the remainder of this Manual.

This will help you familiarize yourself with the Program and enable you to begin making a plan for how you wish to accomplish your certification goals.

3. Familiarize yourself with the Certification Timeline. (included in Appendix 6a and on our [website](#))

4. Within the first year:

- a. Complete Criteria 1.**
- b. Attend the NAAEE Guidelines for Excellence "Professional Development of Environmental Educators" workshop.** Visit the [Certification Workshops and](#)

[Courses](#) webpage to learn about current offerings and registration. We strongly recommend completing the Criteria 1 online module prior to attending this workshop.

- c. **Attend the “Methods of Teaching Environmental Education” workshop.** Visit the [Certification Workshops and Courses](#) webpage to learn about current offerings and registration. You must complete Criteria 1 before registering to attend this workshop. The “Professional Development” workshop is a prerequisite to this workshop.
- 5. If you began Criteria 3 within the year** before you started in the Program, review your in-state travel and training experiences to determine if you have captured those opportunities on the Criteria 3 Form (see Appendix 6f) and submitted the necessary forms to earn credit for each experience.
- 6. Once you have attended both of the above workshops, you will receive your invitation to the remainder of the Virginia Environmental Education Certification Program on Canvas.** Dive in and get started. You have three years from the date that you attended the “Methods for Environmental Education” workshop to complete the certification program. This gives candidates a total of four years to complete the entire program.
- 7. Questions:** Reach out to the Certification Administrator at certification@virginiaee.org.

Section 3: How to Use this Manual and Canvas

This manual will guide you through the certification process by providing all of the general instructions and procedures in one place. While Canvas will house more specific instructions within each Criteria section (Course), on some occasions you may find it easier to access this manual rather than clicking through separate Canvas modules.

The Virginia Environmental Education Certification Program is housed entirely on Canvas. You will be granted access to each Criteria section (Course) as befits your progress in the Timeline (see Appendix 6a), including workshops attended and fees paid. Completed assignments will be uploaded via Canvas. You will not be submitting your work in any other location.

Section 4: Certification Content, Process, Instructions

General Instructions for Assignments

As professionals in the EE field seeking certification, it is expected that candidates complete assignments with thoughtfulness. While assignments are graded on a Pass/Fail basis, candidates are expected to submit their best work. Portfolio reviewers may return an assignment to a candidate for revision in order to ensure that candidates are benefiting from their certification work. Candidates have the opportunity to resubmit twice for a total of three submissions per assignment.

Candidates can usually expect review of their work within two weeks of submission.

Criteria 1 – The Basics of Environmental Education (online module)

Summary

Criteria 1 focuses on some of the foundational ideas in the field of environmental education (EE). While it is not all-inclusive, we hope that it will help orient you to the field of EE or serve as an important refresher. Perhaps this will energize you to explore other environmental education-focused works.

Timeframe

Ideally, Criteria 1 will be completed before attendance at the “Professional Development of Environmental Educators” workshop. Criteria 1 must be completed prior to attending the “Methods of Teaching Environmental Education” workshop.

How to Submit

All assignments will be completed in Canvas.

- 1.1 Personal Reflection (Pre)
- 1.2 “What is EE?” (eeLEARN Module)
- 1.3 *The Tbilisi Declaration* – The Beginnings of EE
- 1.4 “The History of EE” (eeLEARN Module)
- 1.5 WebQuest
- 1.6 “Captive vs. Noncaptive Audiences,” Sam Ham
- 1.7 “A Sense of Wonder for Young Minds,” David Orr

- 1.8 “Beyond Ecophobia,” David Sobel
- 1.9 The Effectiveness of Environmental Education
- 1.10 Addressing Environmental Education Detractors
- 1.11 “Equitable and Inclusive EE” (eeLEARN Module)
- 1.12 Personal Reflection (Post)
- 1.13 Self Assessment

Criteria 2 – In-Person Workshops

Summary

The Virginia Environmental Education Certification Program’s workshops offer candidates the opportunity to explore concepts alongside their colleagues in the field. Sharing practices and networking with other professionals in this dynamic learning environment strengthens individual EE practice and the field as a whole.

Timeframe

Criteria 2 begins with the “Professional Development of Environmental Educators” workshop. It is recommended that Criteria 1 be completed prior to attending this first workshop. Criteria 1 must be completed prior to attending the “Methods of Teaching Environmental Education” workshop.

Workshops must be attended consecutively. Both workshops must be attended within the first year.

How to Register

Visit the [Certification Workshops and Courses](#) webpage to find information about workshop offerings and registration.

- 2.1 Attend “Professional Development of Environmental Educators” workshop
 - One-day workshop
 - Usually offered in conjunction with the VAEE Annual Conference as well as at least one other time during the calendar year
 - Explores NAAEE’s *Guidelines for Excellence: Professional Development of Environmental Educators*.
- 2.2 Attend “Methods of Teaching Environmental Education” workshop
 - Two-day workshop (some part-virtual options exist)
 - Offered twice each year
 - Focuses on pedagogical best practices

Criteria 3 – Self-Directed Learning

Summary

This section of the Virginia Environmental Education Certification Program is designed to encourage candidates to consider and address gaps in their experience and knowledge highlighted during the Criteria 1.13 Self Assessment. Successful environmental educators continue throughout their careers to investigate new opportunities, seek understanding, and become better versed in their particular focus area as well as ancillary areas. We hope that you gain great insight and find fruitful opportunities to grow in your profession via this section.

Timeframe

Prospective candidates may count experiences toward Criteria 3 from up to one year prior to their official enrollment date.

How to Submit

Submit a completed copy of the Criteria 3 Form for each separate experience and upload to Canvas. The form is located in Canvas, or see Appendix 6f for a copy.

3.1 Individually Chosen Learning Opportunities

- 30 hours total
- Minimum of five different workshops, classes, or training experiences led by a qualified instructor*
**Qualified Instructor definition found in the Appendix.*
- Trainings must each be at least one hour in length.
- At least one of the trainings must include an outdoor component with a minimum of 50% of time outdoors.
- Complete the Criteria 3 Form for each learning experience.

3.2 Exploration of Virginia's Regions

- 30 hours total
- Choose three of Virginia's five physiographic regions:
 - Coastal Plain
 - Piedmont
 - Blue Ridge
 - Valley and Ridge
 - Appalachian Plateau
 - See Appendix 6e for a map of the regions.
- Spend 10 hours minimum in each chosen region.

- Explorations consist of visiting any natural history site or environmental center and should involve activities such as viewing education exhibits, exploring interpretive trails or gardens, and speaking with education staff.
 - At least 50% of time in each region must be spent outside.
- Complete the Criteria 3 Form for each region visit.

3.3 Required Further Learning

- 15 hours total
- Review your NAAEE Self Assessment that you completed during Criteria 1.13, and note specific gaps in your knowledge or skill areas.
- Identify how you are going to address these gaps via a minimum of three different methods.
- Methods of learning may include workshops, readings, podcasts, webinars, TED Talks, etc.
- Complete one Criteria 3 Form for each action taken. Attach your 250-500 word description of each action you took, and describe how this helped you to achieve improvement in the identified area.

Criteria 4 – Lesson Planning and Teaching

Summary

Exemplary teaching practice is foundational to environmental education that works. From lesson planning to teaching to assessment, successful environmental educators use techniques backed up by research, provide their students and participants equitable access to both experiences and content, and continually evaluate both their own planning and their teaching. This section is designed to help the educator evaluate these practices and to encourage continued growth.

Timeframe

A total of at least 20 hours of teaching time must be logged to fulfill Criteria 4. Some of this teaching time requires observation by a qualified professional.

How to Submit

All materials will be uploaded into Canvas.

4.1 Lesson Planning

- Two lesson plans required
- Lesson plans must be inquiry-based environmental education lessons that incorporate all of the contents included in the Lesson Plan Components Checklist provided in Canvas.
- One of the lesson plans must be a completely original work by the candidate.
- The second lesson plan may either be original OR it can be a revised lesson plan.
 - Revised lesson plans must exhibit substantial improvement over the original.
 - The original lesson plan must be included with the submission of the revised lesson plan, and credit must be attributed to the original lesson plan developer.

4.2 Self Reflection on Teaching

- Two Self Reflections required
- Immediately after teaching an environmental lesson, complete the Teaching Self Reflection assignment provided in Canvas.
- You may teach a self-developed lesson or one developed by another educator or lesson provider.
- The reflection will cover an entire lesson or a one hour segment of a lesson-- whichever is less. Tabling or walk-ups/roving interactions do not count as a lesson.

4.3 In-Person Instructional Evaluation

- One In-Person Instructional Evaluation required
- Enlist a professional in the field to observe you while teaching and have them complete the In-Person Instructional Evaluation which can be found in Canvas.
Professional - degree in the field and/or five years of experience
- The lesson must be at least 30 minutes in length. Longer lessons are encouraged in order to present your observer with ample opportunity to address all items on the provided form. Tabling or walk-ups/roving interactions do not count as a lesson.
- The lesson you teach may be self-developed or written by another educator or lesson provider.
- It is strongly encouraged that you complete the Self Reflection on Teaching (4.2) or the In-Depth Teaching Reflection (4.5) for this same observed teaching experience.

4.4 Peer* Observations

- At a minimum, make **two** observations of two different environmental educators on two different occasions.

*Peer is defined as an educator, facilitator, or instructor who is presenting a unit of teaching/learning in the field of Environmental Education.

- Secure permission from the individual(s) observed at least 24 hours prior to the observation. Use the Observation Consent Form to document their consent, and submit each completed form via Canvas.
- The length of observation must be long enough to observe and reflect on a minimum of four items indicated on the Peer Observation Form.

4.5 In-Depth Teaching Reflection

- One In-Depth Teaching Reflection required
- Read through the provided prompts carefully and plan to address each item while teaching.
- As soon as possible after you have taught your chosen lesson, provide your thoughtful answers.

4.6 Program Evaluation

- Attend or observe an environmental education program.*

*An *Environmental Education Program* is defined by NAAEE as “an integrated sequence of planned educational experiences and materials intended to reach a particular set of objectives. Programs, taken together, are the methods by which an organization’s education goals are accomplished. Programs can be small or large and can range from short-term, one-time events to long-term, community capacity-building efforts.” *NAAEE Guidelines for Excellence: Nonformal Environmental Education Programs*

- You must secure permission from the educator who will be leading the program at least 24 hours prior to producing the report using the Observation Consent Form. Submit the completed form via Canvas.

4.7 Data Collection, Analysis, and Evaluation

- Evaluate an existing class/program/unit using an appropriate evaluation method.
- Based on your findings, explain how you would revise the program for more effective learning.

Criteria 5 – Environmental Literacy (online module)

Summary

This online module focuses on Earth’s physical and living systems, human systems, and the intersection of our environment and society as well as the natural and cultural histories of Virginia and our bioregion. While it is impossible to cover all possible aspects of environmental literacy and environmental justice that an environmental educator may be required to know and understand, it is important that candidates understand some foundational concepts.

Time Frame

The Environmental Literacy online module is an eight-week online course requiring about 24 hours of time. Candidates can expect to spend at least three hours each week on assignments. The course follows a weekly schedule, but enrollees will work asynchronously for the most part. There will be three class meetings as well as discussion opportunities during the course.

How to Submit

Check the [Certification Workshops and Courses webpage](#) for updates about course schedules. All work will be submitted through Canvas.

Criteria 6 – Community Partnership Capstone Project

Summary

The Community Partnership Capstone Project serves as a culmination of the candidate’s professional growth experiences during certification. This project allows the candidate to combine and apply their skills to a real environmental issue in their community.* The candidate will act as the primary coordinator, planner, and leader of the project and will partner with at least one community agency other than their own school, agency, or workplace to fulfill a community need. The Capstone Project must engage members of a community through an event or program that will increase environmental awareness and understanding and benefit the members of that particular community.

**A community can be defined as a group of persons with common characteristics such as geographic, professional, cultural, racial, religious, or socio-economic similarities; communities can be defined by location, race, ethnicity, age, occupation, interest in particular problems or outcomes, or other common bonds.*

Review the NAAEE’s [Community Engagement: Guidelines for Excellence](#) which are designed to help environmental educators create inclusive environments that support effective partnerships and collaborations.

Timeframe

Projects must take a minimum of 20 hours to complete (including planning and implementation) and can take place anytime during the certification process after the official Start date.

How to Submit

See each Criteria subsection (below) for specific instructions on how to submit.

6.1 Project Proposal

- Complete Project Proposal Form.
- Projects must be approved by the Certification Advisory Board (CAB) or the Certification Administrator prior to officially beginning work on the project.

6.2 Project Submission

After the project has been completed, please submit the following via Canvas:

- Project Submission Cover Sheet
- Project Narrative
- Supplemental Materials

Project Narrative Instructions (Required)

Upload a Word document to Canvas (no PDF) five pages maximum, no smaller than 11 point font. This heading should appear on each page in the upper right-hand corner:

Your Name – Project Name

Address each of the following items and include specific examples:

- Community Centered
 - How does the project anchor environmental aims within the context of community interests and issues?
- Based on Sound EE Principles
 - Identify how one of the five objectives of environmental education (awareness, knowledge, attitudes, skills, participation) is addressed by your project.

- If your project used any instructional method such as service learning, place-based education, etc., note that in this section.
- Describe one data collection tool you used to evaluate your program.
- In what ways did the evaluation of your program determine its impact?
- Collaborative and Inclusive
 - What type of collaborative and inclusive relationships did you foster as part of your participation and implementation of this project? (i.e., with your partner, community members, schools, etc.)
- Oriented toward Building Capacity and Civic Action
 - How does your project support capacity building for ongoing civic engagement in community life?
 - How does your project contribute to long-term community wellbeing, sustainability, and resilience?
- Other Considerations
 - How did you embrace change and celebrate progress over the course of the project?

Photographs (Required)

Submit three high resolution (300 dpi or higher) photographs depicting the project. JPEG, GIF, or PNG format. Images embedded in a PDF or Word document will not be accepted.

Photograph and Publicity Releases (Appendix 6g) must be completed and signed by anyone photographed who is not already a VAEE member.

Digital Support (Optional)

Provide one of the following: a three minute video/audio clip, five PowerPoint slides (please save as a PDF and upload), an article, OR a digital slideshow with no more than 10 photos highlighting the program. Digital items are supplemental and are NOT a substitute for required information. (encouraged, but not required)

Photograph and Publicity Releases (Appendix 6g) must be completed and signed by anyone photographed or videoed who is not already a VAEE member.

6.3 Project Presentation

- Project presentations must be made at a public forum after the project submission has been approved by the Certification Advisory Board/Administrator.
- Presentations are to occur within the required three year time frame, or the presentation date/venue must be set prior to the end of the three year time frame with the presentation occurring as soon as possible after the three years have elapsed.
- Submit your Presentation Plan at least 30 days in advance for approval

Program Completion

Summary

Continued self assessment aids professionals in gauging their progress and continued opportunities for growth. As a way to reflect on their progress within the program, candidates will complete the NAAEE Self Assessment again that they originally completed during Criteria 1.13. The Program Completion Fee is also due at this time. All fees are listed on the [Certification webpage](#).

Timeframe

Within one month of completing all of the Certification Program Criteria, the candidate will complete the NAAEE Self Assessment and submit their Program Completion Fee.

How to Submit

This assignment can be found on Canvas. The assessment is taken via NAAEE's website, and results are shared with VAEE via a Google Form. Instructions for submitting the Program Completion Fee can also be found in Canvas.

Recertification

In order to stay current, Virginia certified environmental educators are to complete recertification requirements by December 31 of their third year after earning certification and every three years thereafter.

Recertification Fee = \$50

The recertification process is currently under review.

Section 5: Policies and Procedures

Registration

Two three-week registration windows are offered each calendar year. Candidate slots are available on a first come, first served basis, and 25 slots are available during each registration period. The registration window is three weeks in length, but registration closes once all slots are filled.

Refund Policy

Due to the staff time involved as well as any cost for materials/refreshments purchased for workshops, policies regarding refunds are as follows:

Program Registration

The EE Certification Program Registration fee is nonrefundable.

Workshop Registration

Cancelled registrations will be refunded at 50% up to seven days before the first date of the workshop. Any cancellations made less than seven days before the workshop will not be refunded. Workshop fees can be applied to a future workshop of the same price.

Need-based Scholarships

If certification fees are a barrier to participation, potential candidates may contact the [Certification Administrator](#) to inquire about scholarship options. Potential candidates can expect a response via email within two weeks. Inquiries may be made at any time. However, inquiries made during the last two weeks of a registration window may not receive a response in time to complete registration.

Submissions and Scoring

All candidate work will be submitted via the online learning management system, Canvas. Candidates are expected to conduct themselves in a professional manner and to submit their best work. Submissions are scored as Pass/Fail, and rubrics are provided in Canvas as appropriate. If reviewers find work unsatisfactory, the reviewers will provide feedback and offer the candidate two more opportunities to complete the work in a satisfactory manner. Candidates must earn a Pass on every assignment in order to earn certification.

Reviewers may suggest a temporary mentorship for certification candidates who would benefit from a certification guide.

Candidates may request to leave the program and reapply again at a later date. Reapplications will be reviewed by the Certifying Advisory Board.

Administrator/Candidate Meetings

Candidates may request a meeting with the Administrator at any time for Program guidance. The Administrator may require meetings at any time with candidates to provide Program guidance.

Requesting Accommodations

Contact the Certification Administrator or a member of the Certifying Advisory Board (CAB) to make requests for accommodations. Requests must be made prior to completing work in the certification program. The CAB will make every effort to offer reasonable accommodations as appropriate.

Dismissal from Program

Candidates are provided with opportunities to address issues with submissions via the policies listed above. When the above options have been exhausted or infractions have occurred, candidates may be dismissed from the program. In addition, candidates may be dismissed for the following reasons:

- Failure to meet deadlines, pay required fees, or meet other program requirements
- Failure to meet defined competency levels within submission limits
- Harassment of any form - the Virginia Environmental Education Certification Program (VEECP) has a zero-tolerance policy.
- Violations of the VEECP Code of Ethics

Disciplinary Procedures

The Certifying Advisory Board (CAB) has the authority to censure, suspend, or revoke certification on finding that an individual has willfully misrepresented the facts at the time of certification or violated the Virginia Environmental Education Certification Program Code of Ethics.

Such an allegation must be presented to the CAB in writing. Anonymous allegations will not be entertained. Anyone named in a disciplinary proceeding shall be informed in a timely manner of the evidence brought forward and be given an opportunity to respond to the allegations. The CAB will review the case and will render a written decision to the certified individual and the individual who initiated the allegation. Any such action of the CAB may be appealed to the Virginia Association for Environmental Education (VAEE) Executive Board whose decision will be final.

Appeals Procedure

Candidates have the opportunity to appeal any decision made by the Certifying Advisory Board (CAB). Decisions may be appealed in writing to the CAB. Appeals must be made within one year from the date of denial, dismissal, or disciplinary procedures.

Prior Certifications from Outside of Virginia

Per the North American Association for Environmental Education's (NAAEE) guidance,

environmental educators who have earned certification from an NAAEE accredited program are automatically certified in Virginia.

The Virginia Environmental Education Certification Program does encourage those certified individuals who are new to Virginia to request access to complete Criteria 3.2 and Criteria 5 of the Virginia program in order to familiarize themselves with the parts of the discipline unique to Virginia.

Nondiscrimination Statement

We believe environmental literacy and mutual respect are inherently linked with environmental and social justice and that environmental education and resources should be accessible to all communities. Just as biodiversity is critical to success in our natural world, the diversity of humanity makes us stronger. We recognize that we are never done learning and growing as an organization and as individuals, and we strongly encourage participation by all who have an interest in bringing the finest of environmental education to everyone that we can.

VAEE and the Virginia Environmental Education Certification Program do not and shall not discriminate on the basis of race, color, religious creed, gender, gender expression, national origin, ancestry, marital status, age, sexual orientation, military status, or disability. In other words, all are welcome.