

**Murray State University  
COURSE SYLLABUS**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: EDU      COURSE NUMBER: 404      CREDIT HOURS: 1**

**I. TITLE:** Teaching Environmental Education (K-12)

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A residential experience at Land Between the Lakes that entails the study of environmental education and its interdisciplinary nature including the materials and methods. Field experiences required including participation in a 24-hour Friday overnight environmental education retreat at LBL. Graded pass/fall.

**Corequisites:** ELE 401 and ELE 402 or MID 307.

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the North American Association for Environmental Education and the Environmental Education Standards (NAAEE), and the Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify and provide an operational definition for environmental education (KTS 1/NAAEE, Theme 2/InTASC 1,3-5,7-8);
- B. discern and articulate ways in which the environment may be used as an integrating context in the classroom (KTS 1,2,4/NAAEE, Theme 2, 4/InTASC 1-5,7-9);
- C. demonstrate a variety of ways of providing value-fair teaching and learning of environmental issues (KTS 2,4/NAAEE, Theme 1, 3/InTASC 1-5,7-9);
- D. articulate ways of integrating disciplines to effectively and efficiently prepare and deliver environmental education experiences (KTS 2,4/NAAEE, Theme 4/InTASC 1-5,7-9);
- E. relate how to provide in-class, outdoor classroom, and residential experiences for students in environmental education (KTS 2/NAAEE, Theme 4, 5/InTASC 1,4, 5,7 8); and
- F. identify specific national/international curriculum that may be used to teach environmental education and discuss how this may be accomplished (KTS 1,4/ NAAEE, Theme 2/InTASC 1-2,4,7-9).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by having students collect data or journal with regard to ecosystems, change over time, or environmental problem solving. They then reflect and formalize this in three formats, through the written word that may include poetry, prose, or scientific documenting, and then provide a visual record through photography or other artistic forms to complete the process.

The theme of Diversity is addressed through connecting the need for human diversity through modeling this through ecological diversity that states the “health of an ecosystem is directly related to the amount of diversity displayed by the ecosystem.

The theme of Literacy and Achievement Gaps are connected to the research in the field and practice students have in the field through hands-on, minds-on activities that show how environmental education as a theme (Environment as an Integrating Context, EIC) impacts in a positive and significant way the outcomes of students in classroom and test score performance.

This process also enables students to become civically engaged and connect on a broader and more global basis.

**IV. CONTENT OUTLINE:**

- A. The Human Environment
- B. Diversity and Its Role in the Classroom
- C. Using Social Studies and Science as a Companion to Study the Environment
- D. Building Interpersonal and Intrapersonal Teaching Relationships
- E. Historical Connections to Studying the Environment
- F. Using Math/Language Arts and the Fine Arts in Studying the Environment

**V. INSTRUCTIONAL ACTIVITIES:**

Instructional activities will include but not be limited to assigned readings, large and small group discussions, presentations, simulations, writing exercises, guest speakers, and field work experiences.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Participation in a residential environmental education retreat at LBL is required.

**VII. TEXT(S) AND RESOURCES:**

Resources for this class may include, but are not limited to, the following:

- A. Cornell, J. (1979). *Sharing nature with children*. Nevada City: Dawn Publications.
- B. Cornell, J. (1989). *Sharing the joy of nature*. Nevada City: Dawn Publications.
- C. *Getting started: A guide to bringing environmental education into your classroom*. Ed. by David Bones. (1994). Univ. of Michigan: MI.
- D. *Guide for the initial preparation of environmental educators* (2000). NAAEE: Rock Springs, GA.
- E. Lieberman, J., & L. Hoody. (1998). *Closing the achievement gap: Executive summary*. Poway, CA: Science Wizards.
- F. *Project Learning Tree: Pre K-8 environmental education activity guide*. American Forest Foundation: Washington.
- G. *Project WET: K-12 curriculum and activity guide*. (1995). CEE: Houston.
- H. *Project WILD: K-12 curriculum and activity guide*. (2000). CEE: Houston. ([www.projectwild.org](http://www.projectwild.org)).
- I. *Project WILD aquatic: K-12 curriculum and activity guide*. (2000). CEE: Houston.
- J. Russell, H. R. (1973). *Ten minute field trips (2<sup>nd</sup> ed.)*. Washington: J.G. Ferguson Publishing Company.

**VIII. EVALUATION AND GRADING PROCEDURES:**

The class is graded on a Pass/Fail basis and will be assessed on the basis of the answers to the following questions:

- A. Is the student prepared for the residential experience with all necessary materials and equipment?
- B. Is the student actively engaged in teaching and learning experiences during the residential component?
- C. Does the student demonstrate a knowledge of developing instructional experiences in the classroom, out-door classroom and in residential situations for students?
- D. Is the student able to connect environmental education to Kentucky's Program of Studies?
- E. Does the student successfully articulate the interdisciplinary nature of environmental education and environment as an integrating context?
- F. Can the student successfully make use of environmental education terminology in place this contextually?

- G. Is the student capable of constructing environmental education experiences that connect multiple disciplines?
- H. Can the student visualize how to construct environmental education activities that are age appropriate, hands-on, and that model the learning cycle?

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination

Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

**XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**