

**Murray State University
COURSE SYLLABUS**

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU COURSE NUMBER: 615 CREDIT HOURS: 3

I. TITLE: Introduction to Environmental Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

An introduction to environmental education, which will include philosophy, historical development, resource identification, curriculum development, field trip and other activities designed to use the various subject areas in all grade levels as a vehicle to create an environmental ethic.

Prerequisite: None

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 which reference the Kentucky Teacher Standards (KTS), the North American Association for Environmental Education's Standards (NAAEE) in "Guidelines for the Initial Preparation of Environmental Educators," and the InTASC standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify and discuss the basic characteristics and goals of the field of environmental education (KTS 1 /NAAEE 1, 2, 3 /InTASC 1,3,4,5,7,8);
- B. show how various programs and policies support the implementation of environmental education (KTS 1, 2, 4, 7/NAAEE 3, 4, 5, 6/InTASC 1-5,7-9);
- C. identify and use knowledge, skills, and concepts to show how the field of environmental education has changed over time and continues to change (KTS 1, 2, 4, 7/NAAEE 2, 4/InTASC 1,3,4,5,7,8);
- D. recognize and analyze the integrated curriculum model of the ecological principles which are the foundation of environmental education (KTS 1, 7/NAAEE 4, 5, 6/InTASC 1,3,4,5,7,8);
- E. compare and contrast natural resource use problems that exist in this region and state (KTS 1, 7/ NAAEE 4, 5/InTASC 1,3,4,5,7,8);
- F. make use of opportunities for the development of values which lead to commitment to participate in environmental maintenance and improvement (KTS 1, 7, 8, 9, 10/ NAAEE 3, 4/InTASC 1,3,4,5,7,8); and
- G. share and communicate current environmental problems and issues and examine the various cultural, economic and societal positions on those issues (KTS 1, 7/ NAAEE 1, 2/InTASC 1,3,4,5,7,8).

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 all 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. Definitions of environmental education
- B. Significant people in past and present
- C. Significant literature in the field
- D. Basic ecology of our region
- E. Natural resource review of our region
- F. Environmental issues in our region
- G. Global applications of local issues
- H. Curriculum integration (scope & sequence) of environmental education subject matter
- I. Pertinent legislation and its impact on environmental education
- J. Status of state/national/international levels on environmental education
- K. Organizations that support environmental education and what they do
- L. Various approaches to teaching environmental education (Constructivist – Behaviorist)
- M. Field trips and their use in environmental education
- N. Resources for teaching environmental education (web and otherwise)
- O. Funding sources

V. INSTRUCTIONAL ACTIVITIES:

Assignments in texts, professional journals and media will be utilized. Students created projects will be shared with the class. Portions of the instructional time will involve active experience, reflective discussions and min-lectures.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Land Between the Lakes and the Curriculum Library will provide field experiences.

VII. TEXT(S) AND RESOURCES:

A Sand County Almanac: With Other Essays on Conservation from Round River - Aldo Leopold
Last Child in the Woods - Richard Louv

VIII. EVALUATION AND GRADING PROCEDURES:

Class Participation (On-site Weekend)	25%
Book Reviews	25%
Article Sets and Reacting to Writing Prompts	25%
Assignments	<u>25%</u>
	100%

Grade Scale:

Grades will be awarded for performance in accordance with this scale.

<u>Percent</u>	<u>Final Grade</u>
90-100	A
80-89	B
70-79	C
0-69	E

IX. ATTENDENCE 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).