

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: EDU**

**COURSE NUMBER: 660**

**CREDIT HOURS: 1-3**

**I. TITLE:** Special Problems in Environmental Education

**II. CATALOG DESCRIPTION:**

Selected projects in current developments and trends in environmental education. Repeatable to six hours.

**III. COURSE OBJECTIVES:**

The behaviors indicated below are reflective of but not limited to those advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with Kentucky Academic Standards. Following each objective and enclosed in parentheses are numbers which reference the Kentucky's Teacher Standards (KTS) and the North American Association for Environmental Education's Standards (NAAEE) in "Guidelines for the Initial Preparation of Environmental Educators." The student will be able to:

- A. help students acquire a working knowledge of a specific environmental literature. (KTS 1 /NAAEE 1, 2, 3);
- B. provide background information and historical data which will give students an understanding of the background of the environmental education project chosen. (KTS 1, 10 /NAAEE 1, 2, 3, 4, 5, 6);
- C. provide an integrated curriculum model of the ecological principles solution. (KTS 2, 3 /NAAEE 1, 2, 3, 4, 5);
- D. prepare students to investigate similar problems existing in this region and state. (KTS 1, 2, 3, 4, 5, 6, 10 /NAAEE 1, 2, 3, 4) ;
- E. encourage the development of values which lead to commitment to participate in environmental maintenance and improvement. (KTS 1, 2 /NAAEE 1, 2, 3);
- F. assist students in developing a model for a sustainable lifestyle and an ecologically positive model for the work place as a result of this in depth study. (KTS 1, 2 /NAAEE 1, 2, 3, 4, 5, 6);
- G. provide experiences which demonstrate current environmental problems and issues and examine the various cultural, economic and societal Positions on those issues. (KTS 1, 2 /NAAEE 1, 2, 3, 4, 5, 6).

The EPP 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 EPSB themes that are addressed include "diversity," "literacy," and the "achievement gap." 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."

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:**

Using the chosen topic, project or problem to broaden the students' knowledge, understanding, awareness and potential for action regarding the following:

- A. Fundamentals of Environmental Education from variety of educational perspectives
- B. Basic ecology of our region

- C. Natural resource review of our region
- D. Environmental issues in our region
- E. Global applications of local issues
- F. Curriculum integration (scope and sequence) of environmental education subject matter
- G. Literature survey of current materials - texts, activities, audio-visual and computer assisted

**V. INSTRUCTIONAL ACTIVITIES:**

Field experiences in available Curriculum, ecological studies of various habitats and in depth study of available curriculum on the students' specific study. Student created projects will be shared with the class. A portion of the instructional time will be lecture for small groups and consultation with the professor in individual studies. Course topics may include:

- A. Sample Projects/Activities
- B. Teaching units in Environmental Education
- C. An action plan addressing specific environmental issues
- D. An integrated curriculum guide for environmental education
- E. An analysis of media coverage of an regional or local issue
- F. Review of literature
- G. An article submitted to a professional journal
- H. A plan to develop a school yard environmental study area.

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

Visits to classrooms and schoolyards, landfills, water treatment plants and the COEHS Curriculum Library will provide field trip experiences. Orienteering, challenge course participation, participation in and direction of curriculum activities and leadership development will be an important component.

**VII. RESOURCES:**

- A. Kentucky Division of Water
- B. Kentucky Natural Resources and Environmental Protection Cabinet
- C. Center for Environmental Education, MSU
- D. Land Between the Lakes
- E. Western Kentucky Environmental Education Consortium

**VIII. GRADING PROCEDURES:**

A learning contract between the instructor and student is necessary for project completion and project descriptions as well as research design will vary with each individual.

**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:**

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. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: [msu.titleix@murraystate.edu](mailto:msu.titleix@murraystate.edu).