

## MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 664

CREDIT HOURS: 3

**I. TITLE:** Techniques of Teaching Environmental Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** This course provides opportunities for the development of teaching attitudes and understanding at all grade levels of the basic natural resources of the school environment. Study of the surrounding area is made through field trips.

**Prerequisites:** None

**III. COURSE OBJECTIVES:** Class activities will be centered upon the attainment of the objectives listed below. Classroom connections will be made with Kentucky Academic Standards. Following each objective, and enclosed in parentheses, are numbers which reference Kentucky Teacher Standards. In addition, these objectives are coded to the North American Association for Environmental Education and the Environmental Education Standards (NAAEE). As a result of participation in this course students will be able to

- A. describe, provide examples, and demonstrate the best practices in teaching students about environmental education using a plethora of methods and techniques (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10/NAAEE 1, 2, 3, 4, 5, 6);
- B. identify, compare, and contrast the roles of major environmental education curriculum upon teaching environmental education (KTS 1, 2, 6, 7, 8, 9, 10/ NAAEE 1, 2, 3, 4, 5, 6);
- C. locate and use planning and implementation strategies in environmental education (KTS 1, 2, 3, 4, 6, 7, 8, 9, 10/NAAEE 1, 2, 3, 4, 5);
- D. demonstrate strategies that recognize the construction of a learning climate, collaboration and flexibility when teaching environmental education (KTS 1, 2, 3, 4, 5, 6, 8, 9, 10/NAAEE 1, 2, 3, 4, 5); and
- E. identify, analyze and implement formal and informal methods for assessing learner and instructional outcomes in environmental education. ( KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10/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 forms to complete the process.

The EPSB theme that are addressed includes “diversity.” 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:**

- A. Exemplary curriculum and environmental education and their development and use
- B. Using the Environment as an Integrating Context (EIC)
- C. Teaching about and for sustainability in the classroom
- D. Constructivist through Behaviorist means of teaching about the environment
- E. Environmental issues in our region
- F. Kentucky Education Reform and how environmental education can address these requirements
- G. Curriculum integration as it relates to best practices, appropriate technologies, classroom structure
- H. Environmental education field trips, from the school yard to off-site, expectations and
- I. Implementation

- V. INSTRUCTIONAL ACTIVITIES:** Teaching units and lessons will be used in a hands-on, minds-on basis to include teacher-based instruction, peer-teaching and collaborative modeling, inquiry and experiential modes. Reflection and analysis of each will be used to evaluate best fit and best practices for teaching specific concepts and skills in the classroom to meet Kentucky Education Reform.
- VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:** U.S. Forest Service Land Between the Lakes, the 1850's Homeplace, the Nature Station, the Planetarium, Hancock Biological Station and the MeadWestvaco Resource Room at the Center for Environmental Education at Murray State University.
- VII. TEXT, REFERENCES AND RESOURCES:**  
TEXT AND REFERENCES:  
Environmental Education Toolbox, ESSENCE, Kentucky Environmental Education Master Plan, Project WILD, Project Learning Tree Middle/Secondary Modules, OBIS, Project Adventure, Leopold Education Project, Project WILD Aquatic, Project WET, WET in the City, Project Food, Land and People, WILD about Elk, Project WOW and resources located in the COEHS Curriculum Library.  
RESOURCES:  
Kentucky Natural Resources and Environmental Protection Cabinet; Center for Environment Education at Murray State University; U.S. Forest Service Land Between the Lakes; Land Between the Lakes Association; Kentucky's Division of Water; Kentucky Department of Fish and Wildlife Resources
- VIII. GRADING PROCEDURES:** A major portion of the grade will be dependent on the participation of the student. Projects will be required for the three-hour class with a contract being developed between the instructor and the student. The nature of the project, the performance identifiers, levels of achievement, and assessment will be the basis of grading in this specific portion of the class.
- IX. ATTENDANCE POLICY:** This course adheres to guidelines published 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 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. 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).