

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

DEPARTMENT: ECE

COURSE NUMBER: EDU 661

CREDIT HOURS: 1

I. TITLE: Workshops in Environmental Education

II. CATALOG DESCRIPTION: Selected workshops in environmental education. Graded pass/fall. Repeatable to three hours.

Prerequisites: admission to graduate study and permission of the instructor.

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 KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. 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. Relate current, regional and specific environmental education issues and place them in an active, hands-on format for their constituents (KTS 1 / NAAEE 1, 2, 3);
- B. Create, adapt, and adopt curriculum that integrates the disciplines and that builds on a theme of environmental education (KTS 1, 2, 10 / NAAEE 1, 2, 3, 4);
- C. Provide active, experiential models for essential learning in environmental education that intersects the Core Content for Assessment and the Program of Studies (KTS 1, 3, 4, 10 / NAAEE 3, 4);
- D. Identify and make use of resource materials from local, state, and national agencies which support the environmental education curriculum (KTS 1, 2, 3, 4 / NAAEE 3);
- E. Construct a personal environmental ethic and definition of environmental education (KTS 1 / NAAEE 2, 3);
- F. Compare, contrast, analyze, and discern conflicting environmental claims (KTS 1 / NAAEE 3).

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 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 will be impacted regarding the following:

- A. Current environmental issues at the local, state, national, and international levels
- B. Balancing the issues and facts
- C. Sustainability and its impact on the environment
- D. Activities to address issues and sustainability topics
- E. Identify specific environmental education curriculum projects and how these can become infused into the current Program of Studies and Core Content for Assessment being taught in the schools
- F. Model the use of hands-on, minds-on activities, their interdisciplinary nature, and their relationship to national standards in the disciplines

- G. Understanding the Kentucky Environmental Education Master Plan
- H. Review of literature related to environmental education
- I. Problem solving skills for conflict resolution
- J. Using technology as a tool for problem solving about the environment

V. INSTRUCTIONAL ACTIVITIES:

Experiences in the field will be provided that relate not only the Core Content for Assessment and the Program of Studies, but includes modeling activities and programs that address various learning styles, Multiple Intelligences (especially The Naturalist) in a problem solving, hands-on approach. These may include programs and certification in the following.

- A. PLT
- B. WET
- C. WILD
- D. FLP
- E. Leopold
- F. OBIS
- G. ESSENCE
- H. Agriculture In the Classroom
- I. Project Adventure/Building Community/Team Building
- J. Advanced Outdoor Classroom
- K. 1850's Farm and Adaptations
- L. Water Study
- M. Watershed Study
- N. Arts in the Environment
- O. Photography in the Environment

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Field trips to Land Between the Lakes, the 1850's Farm, the Nature Station, the dams, wastewater treatment plants, land-fills, Saletto Center, the Resource Room of the Center for Environmental Education, the non-formal education community, including the NRCS, Fish and Wildlife, 4-H, Soil and Water Conservation Service.

VII. TEXTS, REFERENCES AND RESOURCES:

Texts 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

Resources:

Center for Environmental Education, MSU; Department of Agriculture; Department of Fish and Wildlife Resources; 4-H; Kentucky Association for Environmental Education; Kentucky Division of Water; Kentucky Environmental Education Council; Kentucky Natural Resources and Environmental Protection Cabinet; Land Between the Lakes; National Resources Conservation Service; Soil and Water Conservation Service; Western Kentucky Environmental Education Consortium

VIII. GRADING PROCEDURES:

Active, positive participation is the critical factor in the grade associated with workshops. Grades will be assigned on the basis of the quality of participation during the field portion of the workshop, on the basis of self-assessment as it relates to interaction, quality of products designed, and the quality of the follow-up activities provided.

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).