DEPARTMENT: ECE       COURSE NUMBER: EDU 515      CREDIT HOURS: 3

I. TITLE: Introduction to Environmental Education

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

III. PURPOSE: To provide the structure and development of the field of environmental education to establish the antecedents to the present day field. To connect the field of environmental education to curricular programs that are an outgrowth of perceived and actual need in the field of environmental education.

IV. 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 Experienced Teacher Standards (ETS) and the North American Association for Environmental Education’s Standards (NAAEE) in “Guidelines for the Initial Preparation of Environmental Educators.”

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

2 North American Association for Environmental Education, a specialty group member of the National Council for the Accreditation for Teacher Education (NCATE)
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.

V. CONTENT OUTLINE:

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

VI. 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 mini-lectures.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: Land Between the Lakes and the Resource Room of the Center for Environmental Education will provide field experiences.

VIII. RESOURCES: Kentucky Natural Resources and Environmental Protection Cabinet, Center for Environmental Education, Murray State University, U.S. Forest Service Land Between the Lakes, West Kentucky Environmental Education Consortium.
IX. **GRADING PROCEDURES:** Grading is dependent on achievement in three components: (a) positive and active participation; (b) interaction with colleagues and instructor; and, (3) completion of a class project.

X. **ATTENDANCE POLICY:** This course adheres to the policy stated in the current *MSU Graduate Bulletin*.

XI. **ACADEMIC HONESTY POLICY:** This course adheres to the policy stated in the current *MSU Graduate Bulletin*.

XII. **TEXT AND SELECTED REFERENCES:** Curriculum materials from the Center for Environmental Education Resource Library will make up text requirements.

XIII. **PREREQUISITES:** NONE

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:** Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.