

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Curriculum & Instruction
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	EDU
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	EMS 561
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Environmental Education Essentials
<input type="checkbox"/> New Minor (Part III)	*Program Title	NA
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

  

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs	2/20/2014
College Curriculum Committee	12/03/13	Faculty Senate**	N/A
General Education Committee*	N/A	Board of Regents**	N/A
Teacher Education Committee*	12/10/2013	EFFECTIVE ACADEMIC TERM***	Fall 2014
Graduate Council*	N/A		

\*If Applicable (Type NA if not applicable.)  
\*\*Approval needed for program revisions or suspensions.  
\*\*\*To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)  Change EMS 861 course level from 800 level to 500/700 level</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2012)  Fall 2014</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)  N/A</p>
<p><b>B. The justification for this action:</b></p> <p>Course level is being changed from 800 to make environmental education courses more accessible to a wider range of students as per KY's Environmental Education Master Plan (KEEC, 2009). Course SLO's and requirements will be changed to reflect the revision. This 500 level course will become an option for the ENV minor.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None, since the course has already been taught as an 800 level.</p> <p><b>Operating Expenses Impact:</b> None, since the course has already been taught as an 800 level.</p> <p><b>Equipment/Physical Facility Needs:</b> None, since the course has already been taught as an 800 level.</p> <p><b>Library Resources:</b> None, since the course has already been taught as an 800 level.</p>

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)  
The ~~EMS 561~~ **Environmental Education Essentials (3) I.** This course delves into the philosophy, historical development, resource identification and curriculum development of environmental education. Credit will not be awarded for both EMS 561 and EMS 761.

**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

**Revised\* Program Text**

(\*Use ~~striethrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMS	561	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
B, W, 1	3	N	FR _____ JR <u>X</u> _____	SO _____ SR <u>X</u> _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**CoRequisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	EMS 861
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements ( e.g. – 4B(3) X ).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

**Eastern Kentucky University**  
**Department of Curriculum and Instruction**  
**Syllabus for EMS 561**  
**Environmental Education Essentials, CRN: XXXXXX**

**1. Course Description**

This course delves into the philosophy, historical development, resource identification, and curriculum development of environmental education.

**2. Texts and Course Materials**

Sobel, David (2008). *Childhood and nature: Design principles for educators*, Stenhouse Publishers.

Additional readings provided online.

Technology Requirements: students must have routine access to a computer with a reliable Internet connection. Your browsers must be up-to-date and current; this means that you should be using the current version of Mozilla Firefox, Microsoft Internet Explorer, and Java.

Students will be required to participate in two online real-time video conferences on Thursday evenings, once during the first week of classes and once during Finals week. Students can arrange to use a camera/microphone equipped laptop in the New Science Building if needed.

**3. Student Learning Outcomes**

Students will:

1. Identify and discuss the foundations and goals of environmental education.
2. Identify and use knowledge, skills, and concepts to show how the field of environmental education has changed over time and continues to change.
3. Explain environmental literacy and its components.
4. Describe why improving environmental literacy is essential.
5. Explain environmental education standards and how they compare and contrast with state standards.
6. Identify state and national players.
7. Review and synthesize current research related to achievement and environmental education.
8. Describe and evaluate exemplary environmental education and related materials.
9. Compare and contrast benefits and criticisms of environmental education.
10. Identify and assess avenues that environment education can be infused into public schools.
11. Design and implement lesson plans that integrate environmental education standards with state standards.
12. Demonstrate curiosity, initiative, respect, adaptability, independent learning, and a participating attitude within the class.

**4. Course Requirements**

1. Weekly Instructor Assignments: Students will answer questions based on one or more readings assigned for the week. Responses will be emailed to the instructor.
2. Secondary School Environmental Literacy Instrument: Students will fill out an extensive environmental literacy survey and email the survey to the instructor.
3. Weekly Discussion Board Postings/Responses: Students will read and discuss articles or textbook assignments and post responses on BB. Students will also respond to two other classmates on
4. Short assignments (either posted to BB or emailed to Instructor) Students will engage in activities requiring more than reading and responding to readings such as taking and giving a survey to others.
5. Lesson Planning: Students will plan two lessons one environmental education lesson, and one involving taking their students outside.

6. Final Project Presentation: Students will present their final project to the entire class.
7. Final Project: Students will choose from 4 final projects-- a mini unit, a grant proposal, a research paper, or a persuasive EE power point.
8. **(700 level only):** Lesson Teaching and Reflections. In addition to designing lesson plans, graduate level students will teach lessons, analyze student work, and reflect on their instruction.

## 5. Evaluation Methods

The course grade will be based on an accumulation of points on course requirements.

Weekly Instructor Assignments	240 points
Secondary School Environmental Literacy Instrument	100 points
Weekly Discussion Board Postings/Responses	300 points
Short assignments (Either Posted to BB or Instructor)	100 points
Lesson Planning	100 points
Final Project Presentation	30 points
Final Project	120 points

### *Grading Scale:*

**Total = 850 points**

90-100% = A

80- 89% = B

70-79% = C

60-69% = D

Below 59% = F

All learning and assessment tasks will be evaluated through the use of scoring guides.

## 6. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feedback on learning tasks.

## 8. Course Outline

Week	Unit Assignments
WEEK 1	Class meeting Online Your personal definition of EE Read 1.1 What is EE? Assignment 1 Read 1.2 & 1.3 Expanding the Definition of EE Assignment 2
WEEK 2	Download and complete the Secondary School Environmental Literacy Pre Test
WEEK 3	Read 1.4 Evolution of EE Assignment 3 & 4 Read assignment 2.1 so that you have plenty of time to complete it by next week.
WEEK 4	Read 2.1 Environmental Literacy Assignment 5 (Short Activity! 50 points!)
WEEK 5	Read 2.2 Questioning and Analysis Skills Read 2.3 Knowledge of Environmental Processes & Systems Read 2.4 Skills for Understanding Environmental Issues LOOK ahead to assignment 11 in 2.7. You will be expected to design (all) and teach, and reflect on (graduate students only) a lesson by that week.
WEEK6	Read 2.5 Personal and Civic Responsibility Read 2.6 Additional Variables

WEEK 7	Read 2.7 Environmental Literacy and KY's Core Academic Standards
WEEK 8	Read 3.1 Exemplary EE Practices Read 3.2 Emphasis on Education
WEEK 9	Spring Break
WEEK 10	Read 3.3 Benefits of EE Read 3.4 Criticisms of EE
WEEK 11	Read 3.5 Benefits of EIC Assignment 16 Short Activity
WEEK 12	Read 3.6 Integrating EE into the Curriculum Look ahead to 4.4, part 1
WEEK 13	Read 4.1 EE in Your Classroom Read 4.2 EE in Kentucky Look ahead to assignment 4.4 part 2. You will be expected to design (all), teach, and reflect (graduate only) on a lesson
WEEK 14	Read 4.3 EE at the National Level Read 4.4 EE and Ecophobia
WEEK 15	Read 4.4 EE and Ecophobia continued
WEEK 16	Read 4.5: Future Trends in Environmental Education
WEEK 17	Final Project Presentations online

## 7. Attendance Policy

Timely posting and responding to the group discussion board is required. **Postings to and responding to discussion board cannot be made up once the discussion board closes.** Chronic late posting will be considered the same as being absent. Students may turn in late postings to the instructor through Blackboard with a reduction in total points earned of 1 point per day up to 7 days. The student is responsible for presenting an adequate reason for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity

## 8. Notification of the Last Day to Drop the Course

The last day to drop the course or to withdraw from the University will be included in the class schedule. <http://colonscompass.eku.edu>

## 9. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities (OSID), please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Whitlock Building Room 361, by email at [disserv@eku.edu](mailto:disserv@eku.edu), or by phone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

## 10. Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity.

## 11. Official Email

An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail

address.