

**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 765S   |
| <input type="checkbox"/> Hybrid Course ("S," "W")             | *Course Title   | Teaching in the Outdoors   |
| <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* | 12/10/2103  | EFFECTIVE ACADEMIC TERM***  | Fall 2014   |
| Graduate Council*            | 1/17/2014   |                             |             |

\*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.)<br/> Change EMS 864S course from 800 level to 500/700 level</p> <p><b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2012)<br/> Fall 2014</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)<br/> 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 700 level course will become option for the Environmental Education Endorsement.</p>   |
| <p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> None, course is already being taught at the 800 level.</p> <p><b>Operating Expenses Impact:</b> None, course is already being taught at the 800 level.</p> <p><b>Equipment/Physical Facility Needs:</b> None, course is already being taught at the 800 level.</p> <p><b>Library Resources:</b> None, course is already being taught at the 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.)

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
6. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**EMS 765S Teaching in the Outdoors (3) SUMMER ONLY.** Formerly listed as EMS 864S. Basic principles of outdoor teaching will be combined with outdoor skills and an environmental service learning investigation. Due to its content, this will be taught in workshop format during the summer semester. Credit will not be awarded to students who have credit for EMS 565S or 864S.

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

1. For a revised program, provide the current program requirements using ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

|   |                                       |   |  |                    |
|---|---------------------------------------|---|--|--------------------|
| Course prefix<br>(3 letters)            | Course Number<br>(3 Digits)           | Effective Academic Term<br>(Example: Fall 2012)   | College/Division:  | Dept. (4 letters)* |
| EMS                                     | 765S                                  | Fall 2014   | AS _____ HS _____<br>BT _____ JS _____<br>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*<br>(List all applicable) | Work Load<br>(for each schedule type) | Grading Mode*   | Class Restriction, if any: (undergraduate only)                      |                    |
| 1, S, W                                 | 3                                     | N   | FR _____ JR _____<br>SO _____ SR _____                               |                    |
|   |                                       | 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 864S or REC 590 or REC 790 |
| 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<br>Integrated A&H(6) | or 4A/B<br>Integrated Sciences(6) |               |               |

**The Graduate School  
Eastern Kentucky University  
Department of Curriculum and Instruction  
Syllabus for EMS 765S  
Teaching in the Outdoors, CRN: XXXXXX**

**1. Course Description**

Basic principles of outdoor teaching will be combined with outdoor skills and an environmental service learning investigation. Due to its content, this will be taught in workshop format during the summer semester.

**2. Texts and Course Materials**

Bunting, C. (2005). *Interdisciplinary Teaching through Outdoor Education*. Champaign, IL: Human Kinetics Publishers

**3. Description of the Service Learning Project**

Students in this class will be involved in analyzing the environmental issue of water quality in a region that has multi factors impacting water equality including erosion, farming practices and inadequate sewage treatment. We will be working with Kentucky's Division of Water for this project. Students in this course will be trained to collect water quality data using the Watershed Watch protocols. The students will be required to collect and analyze this data and report it to the Division of Water. This data will be particularly valuable in helping to assess the water quality impact of non point source pollutants such as erosion, straight pipes and fertilizers

**4. Student Learning Outcomes**

Upon successful completion of this course, the student will be able to:

1. Use the environmental issues investigation process when analyzing the need for a service project.
2. Explain the value of outdoor education
3. Explain the historical roots of outdoor education
4. Demonstrate a variety of outdoor education teaching strategies
5. Demonstrate how to lead a variety of outdoor skills such as camping, hiking and fishing.
6. Describe the value of participating in an environmental service learning project.

**For 700 level only**

7. Apply knowledge of issues evaluation, outdoor education and outdoor skills in creating a plan for an environmental service learning project or outdoor education field trip designed for an appropriate audience. (Graduate SLO 4 & 6)

**5. Course Requirements**

1. Daily reflective field journal: Due to the experience nature of this course, students will reflect using specific writing prompts.
2. Participation in all aspects of outdoor skills instruction: Students must attempt all skills throughout the course at the "Challenge by Choice" level.
3. Participation in data collection for service learning project: Water quality data collection within a collaborative group will take place throughout the course. This data has to be recorded in student field journals.
4. Written report for the Division of Water on service learning project findings with analysis and suggestions based on data collected throughout the course.
5. Outdoor Skills Assessment: This is a traditional test covering the specific outdoors skills.

**700 level only**

6. Final Project: Students will plan either an environmental service learning project or an outdoor education field trip for an audience appropriate to their major such as K-12 students, visitors at an environmental education center or participants in after school recreation program. A scoring guide will be provided.

### 6. Evaluation Methods

|  |            |
|--|------------|
| Daily reflective field journal—due last day of class                           | 150 points |
| Participation in all aspects of outdoor skills instruction—Challenge by Choice | 80 points  |
| Participation in data collection for service learning project                  | 80 points  |
| Outdoor Skills Assessment  | 50 points  |
| Group report to Division of Water  | 100 points |

#### 700 level only

|  |                   |
|--|-------------------|
| Final Project: Environmental Service Learning Plan or<br>Outdoor Education Field Trip Plan | <u>200 points</u> |
| TOTAL  | 760 points        |

The course grade will be based on an accumulation of points on course requirements. Grade equivalent for accumulated points are as follows: 92-100% = A; 83- 91% = B; 74-82% = C; 65-74% = D, <65% = F. Late assignments except for Blackboard postings will be accepted with a deduction of 10% of the total grade for each week it is late.

### 7. 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

**Note:** This course is taught in an intensive 9 day workshop format. Students are in class from 8:30 am to 5:00 pm.

| Day   | Activity  |
|-------|---|
| Day 1 | Introduction<br>Training in water quality data collection<br>Begin outdoor skills instruction—Team Building   |
| Day 2 | Leave No Trace training<br>Water quality data collection<br>Discussions with Division of Water personnel  |
| Day 3 | Discussion of philosophy and history of outdoor education<br>Continue outdoor skills instruction—Angling  |
| Day 4 | Overnight field trip to Lilley Cornett Woods Appalachian Ecological Research Station<br>Continue outdoor skills instruction—Recreational Tree Climbing<br>Water quality data collection |
| Day 5 | Continue outdoor skills instruction<br>Continue water quality data collection   |
| Day 6 | Overnight Field Trip, Daniel Boone National Forest<br>Continue outdoor skills instruction—Rock Climbing   |
| Day 7 | Discussion of outdoor skill instruction in K-12 schools<br>Continue outdoor skills instruction--Paddling  |
| Day 8 | Water quality data collection in Red River Gorge<br>Continue outdoor skills instruction--Hiking   |
| Day 9 | Data report project and reflections for the Division of Water and US Forest Service   |

### **9. Attendance Policy**

Daily attendance is expected. Absences equating 20% of the class meetings will result in automatic failure. Chronic tardiness will be considered the same as being absent. The student is responsible for presenting 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.

### **10. Notification of the Last Day to Drop the Course**

The last day to drop the course is just prior to the mid-point of the course.

<http://colonelscompass.eku.edu>

### **11. 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.

### **12. Academic Integrity Policy**

Students are advised that ECU'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 located in the Turley House, or contact them by phone at (859) 622-1500.

### **13. Official Email**

An official ECU 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 ECU e-mail address.