



**Environmental Education
BIOL 654
Summer 1 2010**

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Texts: none required. I will make materials available, and some support material will be suggested.

Description

Distribution and reserve depletion of wildlife, forest, land, water, air, and mineral resources; emphasis on population, pollution, and environment. Field trips to environmentally important areas are required. Not acceptable as credit for the M.S. in Biology (thesis option). This course is especially designed for in-service and pre-service teachers.

“Community Engagement: A Light to and From the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs)

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs)

You should prove competency in the following:

- 1) Environmental concepts-terms and theories central to the study of environmental science. NAAEE #2, 3, 7; KTS # 9.
- 2) Information gathering and presentation-you should be able to present, both verbally and in writing, environmental concepts you have researched. NAAEE #2, 7; KTS #6-7, 10.
- 3) Laboratory and Field data collection-competence in analysis of environmental testing and data collection and interpretation; including developing a lab for students. This lab must demonstrate the ESPB theme of Assessment, both informative and summative assessments, and appropriate Kentucky Program of Studies and Core Content. NAAEE #4-6; KTS #2-7; 10. The lab that is developed will be included in your final portfolio.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Aligned with Assessment (point values)	Kentucky Teacher Standards (KTS)	Kentucky Education Reform Act (KERA)	NAEE/ NCATE	Education Professionals Standards Board (EPSB)
Daily Quizzes (55 %) CFOs -2, 3, 4 SLOs 1-3	6-7, 9-10	Learner Goals and Academic Expectations Program of Studies Grades P – 12 Core Content for Assessment CATS SC-06-4.7.1 SC-07-4.7.1 SC-08-4.7.1 SC-08-4.7.2	2-7	Diversity Assessment Literacy/Reading Closing the Achievement Gap

		SC-HS-4.7.1	NCATE: 1	
Oral Presentation/Metaphors (22 %) CFOs -1-5 SLOs 1-3	2,7-9	Learner Goals and Academic Expectations Program of Studies Grades P – 12 Core Content for Assessment CATS SC-06-4.7.1 SC-07-4.7.1 SC-08-4.7.1 SC-08-4.7.2 SC-HS-4.7.	2-7 NCATE: 1	Diversity Assessment Literacy/Reading Closing the Achievement Gap
Research Papers (13 %) CFOs -1-5 SLOs 1-3		Learner Goals and Academic Expectations Program of Studies Grades P – 12 Core Content for Assessment CATS SC-06-4.7.1 SC-07-4.7.1 SC-08-4.7.1 SC-08-4.7.2 SC-HS-4.7.1 WR-M-1.1.0 WR-M-3.6.0 WR-HS-1.1.0 WR-HS-3.6.0	2-7 NCATE: 1	Diversity Assessment Literacy/Reading Closing the Achievement Gap
Final Paper (20 %) CFOs -1-5 SLOs 1-3		Learner Goals and Academic Expectations Program of Studies Grades P – 12	2-7	Diversity Assessment Literacy/Reading Closing the

		Core Content for Assessment CATS SC-06-4.7.1 SC-07-4.7.1 SC-08-4.7.1 SC-08-4.7.2 SC-HS-4.7.1	NCATE: 1	Achievement Gap
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Assignment Descriptions:

Program: Environmental Chemistry	
Assessment (point value)	Description
Daily Quizzes (55 %)	Test content knowledge of the previous days lecture and assignments
Oral Presentation/Metaphors (22 %)	A ~15 minute oral presentation on an aspect of either environmental concepts, or laboratory and field data collection.
Research Papers (13 %)	Create a "photocopy-ready" instructional unit with a minimum of five activities and a culminating project appropriate for the target student population or class.
Final Paper (20 %)	Cumulative exam testing content knowledge environment education concepts, and laboratory and field data collection.

Grading Scale: 90-100, A; 80-89, B; 70-79, C; 60-69, D; <59, E.

Course Policies

Attendance at lectures and laboratories is **mandatory**, and necessary to meet the course objectives. Since this is a summer class with no text, there is no way to complete the course without diligence and participation. **Tape Recorders, etc.** Dr. Reeder retains all rights to his lectures. Recording lectures is not permitted. Anyone reproducing lectures will fail the course, and may be prosecuted to the full extent of the law. Any profits obtained from such reproductions, as well as the recording media, become the property of Dr. Reeder.

Field Trips

I am planning on having a number of field trips each week, depending on the weather. You will find they will enhance your educational experience. As adults, you will be responsible for yourselves; however, participants are expected to act as ambassadors of the University. Some costs may be incurred.

Tentative Schedule for Environmental Education

<u>Day</u>	<u>Topics</u>
June 14	Intro, Environmental education theory and practices
June 15	Populations, Natural Selection, Niche, Community Ecology, Biodiversity, Ecosystem ecology
June 16	Aquatic Ecosystems, and energy flow
June 17	Forest Ecology, and energy flow
June 18	Presentations
June 19	Final exam and paper

Academic Misconduct

Copying of any work turned for a grade, unauthorized collaboration on homework, cheating on a quiz or exam are all considered academic misconduct. Any instances of academic misconduct will result in a report being filed with the dean of students, a zero on the paper or exam, for all parties involved, for the first offense and an E in the course for a second offense.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/ Students should contact the instructor by the second week of class if accommodations are needed.

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>.