



MURRAY
STATE UNIVERSITY

**College of Education
and Human Services**

**ENVIRONMENTAL EDUCATION ENDORSEMENT
(GRADES P-12)
PROGRAM SUBMISSION
SEPTEMBER 2015**

Murray State University Academic Bulletin 2015-2016
http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1516.aspx
16 KAR 2:010
PGM Code: 53

Executive Summary

Theme of the Unit

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Murray State University graduate candidates will be educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Candidates demonstrate professional dispositions throughout their course work and action research projects while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

Unique Features

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Refer to the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Admission and Exit Requirements

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards and specialized standards associated with their program's focus. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to a graduate teacher education program, candidates must meet these requirements:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Submit official transcripts of all previous college credit to Graduate Admissions.
- Submit a formal application to enroll in a Murray State University graduate program.
- To qualify for unconditional admission, candidates must have an appropriate undergraduate degree and an overall undergraduate GPA ≥ 3.0 .
- Candidates must have a GPA ≥ 2.50 and meet additional program requirements to gain conditional admission to MSU graduate school. They must earn a GPA ≥ 3.0 during the first nine hours of graduate course work and address any additional missing requirements (e.g. letter of eligibility).
- Receive departmental approval to gain entry to the graduate teacher education program.

To continue in the graduate teacher education program, candidates must meet these requirements:

- Within the first semester of course work, consult with an academic advisor to complete a planned program of study detailing required course work toward completion of the degree. This form must be approved by the academic advisor and collegiate coordinator of graduate programs and filed in Teacher Education services.
- With the department's and adviser's approval, candidates may transfer up to 12 semester hours of relevant graduate credit from a regionally accredited institution. The grade in each transfer course must be a B or better.
- Maintain enrollment at Murray State University.

- Submit additional documentation identified as part of conditional admission.
- Maintain a GPA \geq 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.

To exit the graduate teacher education program, candidates must meet these requirements:

- Complete course work delineated on the planned program of study.
- Submit course substitutions as approved by an academic advisor.
- Finish course work within eight calendar years from the beginning of the very first course leading to the graduate degree.
- Maintain a GPA \geq 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.
- File a formal application to graduate from Murray State University.

Modes of Delivery

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), and online. Depending upon the graduate program, candidates may participate in a cohort model of systematic delivery.

Conceptual Framework

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

Continuous Assessment

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

Program Experiences

The Endorsement for Environmental Education at Murray State University intersects the College of Education's Conceptual Framework by providing instruction that embraces the thought of major philosophers and thinkers in the field such as Henry David Thoreau¹, John Muir², and Aldo Leopold³. All of these thinkers believed in providing candidates with the opportunity to discover and inquire in a natural setting while reflecting upon the interactions and connections between people and their environment. In order to make sense of our world, environmental education seeks to have each person think about his or her impact on the environment as it relates to sustainability, become informed of issues from many perspectives, and use this to be part of informed decision-making. Since the College of Education at Murray State University works toward educating people to become "Reflective Decision Makers," and since this is also the essence of environmental education, historically, philosophically, and pragmatically, there is a one-to-one correspondence between the proposed endorsement and the College Conceptual framework. The **Kentucky Code of**

¹ Thoreau, Henry David. **Walden: An Annotated Edition**. (New York, NY: Houghton Mifflin Co.) 1995.

² Muir, John. **Studies in the Sierra**. (San Francisco, CA: The Sierra Club) 1950.

³ Leopold, Aldo. **A Sand County Almanac**. (Oxford, England: Oxford University Press) 1949.

Ethics is revisited at the graduate level and related to teachers’ increased level of responsibility and involvement in the profession with students, the school, district, community, and environment.

EPSB Themes

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates’ academic course work. Coded according to categories in Bloom’s Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development course assignments. Furthermore, the unit’s theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates’ program preparation. The following matrix depicts the degree to which the themes are addressed in each course.

EPSB Themes for Environmental Education Endorsement Program

EPSB Themes	Diversity	Assessment	Literacy/Read	Closing Gap
Following Two Courses are Required				
EDU 615 Intro to Environmental Education	K	K	K	K
EDU 664 Techniques Teaching Environmental Education	E	E	E	E
Choose From the Following (totaling a minimum of six hours)				
EDU 663 Workshops Environmental Education	A	A	A	A
EDU 665 Field Experiences Environmental Education	E	E	E	A
EDU 620 Internship Environmental Education	E	E	A	A
EDU 660 Special Problems Environmental Education	A	A	A	A
EDU 661-663 Workshops Environmental Education	A	A	A	A
EDU 667 International Environmental Education	A	A	A	A
EDU 668 Agriculture/ Environment in Classroom	A	A	A	A
EDU 669	A	A	A	A

Investigation and Evaluation of Issues in Environmental Education				
K – Knowledge, A – Application, E – Evaluation				

Environmental Education Endorsement Program Course Descriptions

EDU 615 Introduction to Environmental Education (3). An introduction to environmental education which will include philosophy, historical development, resource identification, curriculum development, field trip and other activities designed to use the various subject areas in all grade levels as a vehicle to create an environmental ethic.

EDU 620 Internship in Environmental Education (3). Student spends a directed amount of time working under the supervision of a selected environmental educator. This may be in formal and non-formal settings. May be taken concurrently with EDU 660 if experience and length of internship merits additional credits.

EDU 660 Special Problems in Environmental Education (1-3). Selected projects in current developments and trends in environmental education. Repeatable to six hours.

EDU 663 Workshops in Environmental Education (1-3). Selected workshops in environmental education. Repeatable to nine hours. Graded pass/fail.

EDU 664 Techniques of Teaching Environmental Education (3). This course provides opportunities for the development of teaching attitudes and understanding at all grade levels of the basic natural resources of the school environment. Study of the surrounding area is made through field trips.

EDU 665 Field Experiences in Environmental Education (2-3). This course will be conducted at the Land Between the Lakes Environmental Education Center. The workshop will include techniques of using the out-of-doors as a teaching tool, curriculum development skills, methods of using environmental education as a supplement to curriculum areas and localizing environmental education programs to meet the needs of local communities.

EDU 667 International Environmental Education (3). Residential study of the mathematical, scientific, social studies, language arts, fine arts, and health connections to the environment in international locations. This class takes place in an international location (field experiences required). Prerequisite: permission of instructor.

EDU 668 Agriculture and the Environment in the Classroom (3). The study of agriculture and the environment as it relates to origination and production of food and fiber and how this connects to topics, skills, and concepts that are included in the K-12 classroom. This program is conducted in conjunction with the Kentucky Department of Agriculture (field experience required).

EDU 669 Investigation and Evaluation of Issues in Environmental Education (3). Course focuses on the identification and evaluation of specific environmental issues, leading to possible environmental/service action projects by their K-12 students, with attention to the potential outcomes of such projects on the physical environment, other humans and other living things. Weekend field experiences are required and include residential, classroom and outdoor experiences at Brandon Spring Group Camp, U.S. Forest Service and Land Between the Lakes.

Modes of Delivery

The following classes are offered for those who want environmental education courses in any of the following scenarios: (1) for an endorsement of their teaching certificate in environmental education; (2) for a collection of courses to supplement or enhance their conceptual and teaching skills; (3) for an elective to their graduate program; (4) for embedded or other professional development.

EDU 615 *Introduction to Environmental Education* and **EDU 664 *Techniques of Teaching Environmental Education*** are required, three semester-hour classes for the endorsement in environmental education.

EDU 615 *Introduction to Environmental Education* has a one-to-one relationship with the North American Association for Environmental Education's Guidelines for the Preparation of Environmental Educators and also intersects the Kentucky Environmental Education Council's concepts and skills taught in its Professional Environmental Educator Certification course. EDU 615 is taught eighty percent online with an initial residential weekend at an environmental facility (typically Brandon Spring Group Camp, Land Between the Lakes). Part of the curricula includes the national program Leopold Education Project.

EDU 664 *Techniques of Teaching Environmental Education* is a three semester-hour class taught mostly residential at an environmental facility (typically Hancock Biological Station) over the course of two weekends. Additional activities are completed online between the residential weekend. The curricula has evolved through partnerships with national programs, primarily Project WILD and Project Underground.

EDU 620 *Internship in Environmental Education* is field-based and taught experientially at environmental education facilities or other facilities that have a focus on environmental education. One example of a course location is the U.S. Forest Service's Land Between the Lakes.

EDU 660 *Special Problems in Environmental Education* is designed to provide opportunities for persons that run the gamut from experiential, hands-on, in the field to supplementing research about topics of interest that may include discovery and research in concert with specific inquiry projects. Current offerings include a hybrid class focusing on water quality and water education. The hands-on part of the curricula includes national projects such as Project WET and Project Aquatic WILD, as well as training in the state-level Watershed Watch program, where students learn about stream health and quality indicators followed by application through group and independent watershed evaluations.

EDU 661 (1 credit hour), **EDU 662** (2 credit hours), **EDU 663** (3 credit hours), ***Workshops in Environmental Education*** are offered in a residential format (Hancock Biological Station or Brandon Spring Group Camp) or through a combination of residential and one-day weekend meetings. These courses are created to meet the embedded professional development needs of

teachers. Additionally these workshops are offered as a direct result of need expressed in interviews and interaction with teachers, supervisors of instruction in schools.

EDU 665 *Field Experiences in Environmental Education* is a 3 credit hour class designed and delivered in a week long, summer residential program (typically at the U.S. Forest Service facility, Brandon Spring Group Camp, Land Between the Lakes). Follow-up includes embedded professional development where Center for Environmental Education staff visit participant classrooms throughout the year during the delivery of specific instruction related to what was learned during the week long program in the summer. Follow-up support, as well as, the distribution of materials and supplies to help in implementation of concepts and skills in the K-12 classroom occurred as a result of funding from Kentucky agencies such as the Kentucky Council for Post-Secondary Education, the Kentucky Department of Fish and Wildlife Resources, the Kentucky Environmental Education Council, the Kentucky Division of Water, the Kentucky Division of Forestry, and the U.S. Department of Education.

This specific class has been offered in conjunction with Western Kentucky University's Center for Math, Science and Environmental Education, where Murray State's Center for Environmental Education provides twenty to twenty five participants and WKU does likewise. The two institutions have been working intercollegiately for more than twenty years in the delivery of this class, which includes hands-on, experiential teaching and learning and where the primary form of instruction is team-teaching from personnel of the two universities as well as with instructors from State agencies such as the Kentucky Division of Water, the Kentucky Division of Air Quality, professors from other institutions, e.g. Hendrix College, and candidates with specific expertise in their fields such as music and art professionals.

There has been a component in the class to include participation from teachers and professionals across the globe from the following countries – Russia, Mexico, Japan, Thailand, and Columbia to provide opportunities for Kentucky teachers to be exposed to diversity in personal and environmental concepts and interaction. These international participants learn side-by-side with Kentucky teachers as well as provide instruction about the teaching and learning of environmental education in their countries during formal presentations during the week.

EDU 667 *International Environmental Education*, a 3 credit hour class, is 15 - 21 day, residential at an international location (for example, Austria and Japan). This course has been delivered internationally for over 15 years.

The Center for Environmental Education in concert with the Kentucky Institute for International Studies, the West Kentucky Environmental Education Consortium, and various Austrian governmental agencies and businesses cooperate to provide a experiential, residential, program that delves into the topic of international environmental sustainability in the context of educational, legal and political practices. A second international location, Japan, has been developed.

EDU 668, *Agriculture and the Environment in the Environment*, a 3 credit hour class, is designed and delivered in the summer in concert with the Kentucky Department of Agriculture and the Kentucky Agriculture in the Environment, Inc. Weekend based, this class is one of only two classes in the program that meets on campus during weekends. Delivery takes place partially in the classroom setting with team teaching using persons in the Kentucky Department of Agriculture, teachers who have been engaged nationally in the production of curriculum in agriculture education such as Project Food, Land and People, and a professor is economics education who is known nationally in the field. Connections are made in keeping with the concept in environmental education, “Think globally, act locally.” Therefore local farmers and situations are used to link participants with food and fiber production in the area.

EDU 669 *Investigation and Evaluation of Issues in Environmental Education*, a 3 credit hour class, focuses on identification and evaluation of specific issues in environmental education. Once an issue is identified, students plan and execute an investigation and/or evaluation of the issue using standard research methodologies. The end result is a product that can be submitted for presentation at a professional conference or published in a professional journal.

As part of the continuous assessment process, summative evaluation techniques to assess participant perceptions of delivery of instruction across all classes above the following means are reported: (1) team teaching; (2) interdisciplinary; (3) inquiry; (3) experiential; (4) reflective; (5) cross disciplinary; (6) multiple intelligences; kinesthetic; infused technology; (7) integrated arts and humanities; (8) problem solving and critical thinking infusion; (9) web-based; (10) international; (11) diversity of teaching techniques to meet individual and group learning styles.

B. Specialty Professional Association (SPA) Standards

NAAEE – North American Association for Environmental Education Standards

NAAEE STANDARDS	Courses/Activities/Assessments
<p>NAAEE 1 Literacy</p>	<p>EDU 615, EDU 660, EDU 661-663, EDU 667, 668, EDU 664, EDU 665, EDU 620, EDU 669</p> <p>All components of the above classes require students to demonstrate ecological/scientific knowledge in: (1) pre-post test gains; (2) open response items; (3) the construction and modification of learning units and lessons, as well as special projects that implement and apply scientific principles.</p>
<p>NAAEE 2 Foundations of Environmental Education</p>	<p>EDU 615, EDU 660, EDU 620, EDU 661-63, EDU 664, EDU 665, EDU 667, EDU 668, EDU 669</p> <p>EDU 615 Introduction to Environmental Education Participants are able to articulate a current definition of environmental education from awareness to action by comparing and combining personal and group thoughts that are based upon the field as articulated by Wilke, Hungerford, Stapp, et al. Open response item is provided on a pre and post basis to all participants with the culminating assessment being a cooperative learning activity.</p> <p>Students must connect the literacy components of environmental education in the production, demonstration, and evaluation of hands-on activities constructed and modeled with students in the classroom as part of an embedded professional development mode.</p>
<p>NAAEE 3 Professional Responsibility</p>	<p>EDU 515, 660, EDU 661-663, EDU 620, EDU 664, EDU 665, EDU 667, EDU 668, EDU 669</p> <p>John Hug article entitled “Two Hats,” is read, and discussed and throughout all activities is related to this professional responsibility.</p> <p>Application of the Tblisi Declaration from awareness to application.</p>

NAAEE 4 Planning and Implementation of Environmental Education Programs	EDU 615, EDU 660, EDU 661-663, EDU 664, EDU 665, EDU 620, EDU 667, EDU 668 Meeting the standards set by national curriculum organizations such as Project WET, WILD, Project Learning Tree, Leopold Education Project.
NAAEE 5 Foster Learning	EDU 515, EDU 664, EDU 660, EDU 661-63, EDU 665, EDU 620, EDU 667, EDU 668, EDU 664, EDU 669 Construct outside and indoor learning that embraces, applies, and evaluates ways of motivating students to learn about the environment.
NAAEE 6 Assessment and Evaluation	EDU 515, EDU 660, EDU 661-663, EDU 667-668, EDU 664, EDU 665, EDU 620, EDU 669 Be able to apply multi-means of evaluating and assessing student attainment in the awareness to action continuum.

Integration of NAAEE Standards into Program Courses

NAAEE STANDARDS	Courses							
	EDU 615	EDU 664	EDU 661-663	EDU 665	EDU 620	EDU 667	EDU 668	EDU 669
NAAEE 1 Literacy	K	E	A	E	E	A	A	A
NAAEE 2 Foundations of Environmental Education	A	A	A	A	A	A	A	A
NAAEE 3 Professional Responsibility	A	A	A	A	A	A	A	A
NAAEE 4 Planning and Implementation of Environmental Education Programs	K	E	A	E	A	A	A	
NAAEE 5 Foster Learning	A	E	A	A	E	A	A	A

NAAEE 6 Assessment and Evaluation	K	E	K	E	E	K	K	A
K – Knowledge, A – Application, E – Evaluation								

C. Kentucky Teacher Standards

The Kentucky Teacher Standards matrix demonstrates the integration of Kentucky Teacher Standards throughout environmental education area of endorsement course work.

Kentucky Teacher Standards- Environmental Education

	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
Following Two Courses are Required										
EDU 615 Intro to Environmental Education	K	A		K			K	K	K	K
EDU 664 Techniques Teaching Environmental Education	A	A	A	A	A	A	A	A	A	A
Choose From the Following (totaling a minimum of six hours)										
EDU 620 Internship Environmental Education	E	E	E	E	E	E				E
EDU 660 Special Problems Environmental Education	A	A	A	A	A	A				A
EDU 663 Workshops Environmental Education	A	A	A	A						A
EDU 665 Field Experiences Environmental Education	A	E	E	A				A		A
EDU 667 International Environmental Education	A	A	A			A	A	A	A	A
EDU 668 Agriculture/ Environment in Classroom	A	A	A	A	A	A	A	A	A	A
EDU 669 Investigating and Evaluating Problems in Environmental Education	A	A	A	E	A	A	A	A	A	A
K – Knowledge, A – Application, E – Evaluation										

D. Kentucky Core Academic Standards

Graduate candidates who are certified teachers in Kentucky have attended district-level professional development sessions to become familiar with the Kentucky Core Academic Standards (KCAS). During graduate course work involving lesson design and implementation, candidates develop units of instruction, lesson plans, and assessments aligned to the KCAS standards in the appropriate content area.

In the environmental education area of endorsement program, candidates apply what they have learned about designing KCAS standards-based instruction and assessment instruments these graduate courses.

KCAS Alignment for Environmental Education Endorsement Program

Core Courses	
EDU 615 Introduction to Environmental Education	Science - flora and fauna investigations using multiple senses Mathematics - qualitative interpretation of events in environmental education ELA - creative writing using Leopold Education Project activities Social Science - history of environmental education
EDU 664 Techniques Teaching Environmental Education	Using Project WILD and Project Underground for lesson planning for using the integrating context of the environment to teaching science, mathematics, arts, and social science.
Elective Courses	
EDU 620 Internship Environmental Education	Standard alignment will be independent depending on the nature of the internship. A social science component is incorporated in each through the service learning component of the internship.
EDU 660 Special Problems Environmental Education	Science - field-based research into problem (example: is water quality research) Mathematics - research (example: correlation between temperature and dissolved oxygen in water) Social Science - research (example: legislation regarding water quality [Clean Water Act])
EDU 663 Workshops Environmental Education	Arts - creative (example: using environmental photography to enhance learning unit) ELA - creative writing (example: using nature to inspire writing - poetry, haiku, etc.) Social Science - History/sociology (example: history and impact of National Parks)
EDU 665 Field Experiences Environmental Education	Science - learning how to develop sustainable living practices ELA - creative writing (example: using nature to inspire writing - poetry, haiku, etc.) Social Science - investigations of area economic resources Mathematics - quantitative evaluation of events in environmental education
EDU 667 International Environmental Education	Science - investigation of geological, chemical, biological environmental issues Social Science - Sustainability practices and the local/national communities; understanding environmental-social issues through interaction with international cultures Mathematics - quantitative comparisons of ecological disasters and environmental issues
EDU 668 Agriculture/ Environment in Classroom	Science - Biological aspects of food production Mathematics - Mathematical aspects of food production Social Science - Societal aspects of food production
EDU 669 Investigating and Evaluating Problems in Environmental Education	Standard alignment will be independent depending on the nature of the student-selected research project. An English Language Arts component is incorporated in each through the writing of the research report and possible publication as well as the presentation of the research to the class and the possible presentation at an appropriate professional conference.

E. Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4);	Status (FT/PT to institution, unit, and program)
David Allen	Ph.D. Education-School Improvement Texas State University-San Marcos, San Marcos, Texas	Director – Center for Environmental Education	Assistant Professor	<p>Conference Presentation: Allen, D. (August 2015). Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental Education, Nagoya, Japan.</p> <p>Conference Presentation: Allen, D. (October 2014). Perceptions of environmental education from across a university campus. Annual conference of the North American Association for Environmental Education. Ottawa, Ontario, Canada.</p> <p>Peer-reviewed Journal Article: Waite, D., & Allen, D. (2003). Corruption and abuse of power in educational administration. Urban Review, 35(4), 281-296.</p> <p>Secondary Certified teacher in Oklahoma: Anatomy/Physiology, Biology, Chemistry, Computer Applications, General Science,</p>	Full-time to Institution, Full-time to Unit, Full-time to Program

				<p>Middle School Science, Physical Science</p> <p>Board of Directors, Kentucky Association for Environmental Education</p> <p>Certified Facilitator: Project Learning Tree, Project Underground, Project WILD, Project Flying Wild, Project WET, Leopold Education Project, National Project for Excellence in Environmental Education Guidelines</p>	
Laina Allen	M.A. Environmental Studies Monclair State University, Montclair, NJ	Adjunct Instructor of Environmental Education	Adjunct Instructor	Certified Facilitator: Project Learning Tree, Project Underground, Project WILD, Project Flying Wild, Project WET, Leopold Education Project	Part-time to Institution, Part-time to Unit, Part-time to Program

E. Curriculum Contract/Guide Sheet

9/15

Murray State University
 Endorsement for Environmental Education Advising Form
 Endorsement for Environmental Education (P-12)

Advisor _____ Date _____

Student _____
 Last Name First Name MI Social Security Number

_____ Address Phone Number

Program Information and Program of Studies

The admission criteria for this program is a GPA of 3.0 or higher and is the same as for other programs in the College of Education (see MSU Graduate Catalog). Students seeking the Fifth Year, M.A. in Education, or the Rank I in elementary, middle, or secondary education may complete a 12-hour environmental education endorsement specialization. Certified teachers seeking the endorsement in environmental education are also eligible for the program. Completion of the program shall result in the student's being recommended for the endorsement as a teacher of environmental education.

<u>Course</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>
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The Following Two Courses Are Required:

EDU 615	Introduction to Environmental Education	3	_____
EDU 664	Techniques of Teaching Environmental Education	3	_____

Choose Two of the Following:

EDU 620	Internship in Environmental Education	3	_____
EDU 660	Special Problems in Environmental Education	3	_____
EDU 663	Workshops in Environmental Education	3	_____
EDU 665	Field Experiences in Environmental Education	3	_____
EDU 667	International Environmental Education	3	_____
EDU 668	Agriculture and the Environment in the Classroom	3	_____
EDU 669	Investigating and Evaluating Problems in Environmental Education	3	_____

Assessment: Continuous formal and informal assessment procedures will be used to document and systemically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency with both the Experienced Teacher Standards and the North American Association for Environmental Education Standards. ⁴

⁴ Simmons, D. et al. **Guidelines for the Initial Preparation of Environmental Educators.** (Rock Springs, GA: North American Association for Environmental Education) 2000. (http://naaee.org/npeee/new_ee.php)

Exit Assessment: EDU 615 requires an environmental education literature review related to classroom instruction, a minimum 3.0 GPA in the endorsement classes, and verification of program of studies.

Advisor's Signature
Date

Date

Student's Signature

G. Syllabi

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>.

EDU 615 – Introduction to Environmental Education

EDU 664 – Techniques of Teaching Environmental Education

EDU 620 – Internship in Environmental Education

EDU 660 – Special Problems in Environmental Education

EDU 663 – Workshops in Environmental Education

EDU 665 – Field Experiences in Environmental Education

EDU 667 – International Environmental Education

EDU 668 – Agriculture and the Environment in the Classroom

**EDU 669 – Investigating and Evaluating Problems in
Environmental Education**