

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY (CCEI)

COLLEGE: EDUCATION (COE)

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEC COURSE NUMBER 6239 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE: EXPLORING NATURAL HABITATS AS A CURRICULUM FOR YOUNG LEARNERS

EFFECTIVE DATE

(first term course will be offered)

SPRING 2013

CREDITS:²
3

TEXTBOOK INFORMATION:

Alden, Cech, & Nelson (1998). *Field guide to Florida: Birds, animals, trees, wildflowers, insects, weather, nature preserves, and more*. New York: National Audubon Society.

Hoot, J. L. & Szente, J. (Eds.) (2010). *The earth is our home: Children caring for the environment*. Olney, MD: Association for Childhood Education International.

Oltman, M. (Ed.) (2002). *Natural wonders: A guide to early childhood for environmental educators*. St. Paul, MN: Minnesota Early Childhood Environmental Education Consortium.

Wilson, R. A. (2012). *Nature and young children: Encouraging creative play in natural environments* (2nd ed.). New York: Routledge.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: Study of natural habitats as contexts for developing integrated environmental education curriculum appropriate for young children. Participation in field trips and on-site practice of effective teaching approaches are required.

PREREQUISITES*: N/A

COREQUISITES*: N/A

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: N/A

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL DEGREE IN EARLY CHILDHOOD EDUCATION, ENVIRONMENTAL EDUCATION, OR RELATED FIELDS

Faculty contact, email and complete phone number:
Yash Bhagwanji, ybhagwan@fau.edu, 561-297-6594

Please consult and list departments that might be affected by the new course and attach comments.
³ Please see documents attached.

Approved by:

Department Chair: [Signature]

College Curriculum Chair: [Signature]

College Dean: [Signature]

UGPC Chair: [Signature]

Graduate College Dean: [Signature]

UFS President: _____

Provost: _____

Date:

09-05-13

9/25/13

9/25/13

10/5/13

10-16-13

1. Syllabus must be attached; see guidelines for requirements:
www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum: **Definition of a Credit Hour**
www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



Instructor
Office Location
Contact Information
Office Hours
Semester and Year
Classroom Meeting Location and Time

Department of Curriculum, Culture, and Educational Inquiry (CCEI)

COURSE NUMBER: EEC 6239

COURSE TITLE: EXPLORING NATURAL HABITATS AS A CURRICULUM FOR YOUNG LEARNERS

CATALOG DESCRIPTION:

Study of natural habitats as contexts for developing integrated environmental education curriculum appropriate for young children. Participation in field trips and on-site practice of effective teaching approaches are required. 3 credits

REQUIRED READINGS:

Alden, Cech, & Nelson (1998). *Field guide to Florida: Birds, animals, trees, wildflowers, insects, weather, nature preserves, and more*. New York: National Audubon Society.

Hoot, J. L. & Szente, J. (Eds.) (2010). *The earth is our home: Children caring for the environment*. Olney, MD: Association for Childhood Education International.

Oltman, M. (Ed.) (2002). *Natural wonders: A guide to early childhood for environmental educators*. St. Paul, MN: Minnesota Early Childhood Environmental Education Consortium.

Wilson, R. A. (2012). *Nature and young children: Encouraging creative play in natural environments* (2nd ed.). New York: Routledge

RECOMMENDED READINGS:

Louv, R. (2005). *Last child in the woods: Saving our children from nature-deficit disorder*. New York, NY: Workman Publishing.

Mardel, B. (1999). *From basketball to the Beatles: In search of compelling early childhood curriculum*. Portsmouth, NH: Heinemann.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Common Core State Standards (CCSSO)
Council for Exceptional Children/Division for Early Childhood (CEC/DEC)

Early Childhood Environmental Education Programs: Guidelines for Excellence (NAAEE)
 Educator Accomplished Practices for FAU (EAP-FAU)
 Florida Educator Accomplished Practices (EAP)
 Florida Prekindergarten/Primary Education Specialization Competencies (PK/P)
 National Association for the Education of Young Children (NAEYC)
 NCATE Recommendations for Technology in Teacher Education (NCATE)

COURSE OBJECTIVES:

1. Students will identify local natural habitats and the dominant characteristics of the natural areas
2. Students will identify the flora and fauna, and the interdependence among it, at each habitat
3. Students will acquire and apply knowledge in developing in-depth integrated studies of each natural habitat
4. Students will utilize appropriate instructional strategies, materials, and activities in support of in-depth studies
5. Students will identify adaptations and differentiated instruction that may be required for individual children, including children with special needs and children whose command of the English language may be deficient
6. Students will describe cultural, economic, health, and social benefits and issues pertaining to the natural areas, and
7. Students will engage in appropriate advocacy or civic activities related to early childhood environmental education

CONTENT OUTLINE:

Week:	Topics:	Readings and <i>Assignments</i>
1	Introduction to early childhood environmental education; benefits of place-based education; developmental expectations; developmentally appropriate practices; syllabus review	Environmental awareness and environmental education (Section One, Hoot & Szente, Eds.) Understanding young children (Section I, Oltman, Ed.)
2	Recommended guidelines in early childhood environmental education; thematic approaches and in-depth studies in children's curriculum	Supporting curriculum through environmental activities (Section Two, Hoot & Szente, Eds.) Planning for active learning (Section II, Oltman, Ed.)
3	Field trip to a coastal habitat (Atlantic Dunes in Delray Beach); identify flora, fauna, and biological interdependence; discuss	Nature play, natural outdoor playspaces, bringing the

	effective teaching and learning strategies; participate in beach cleaning and beach art activities; discuss adaptations for individual children	outdoors in, and the role of the adult (Chapters 1-4, Wilson)
4	Linking children's curriculum/in-depth studies to creative arts (art, dance/movement, music/singing, drama/pretend play) and content area standards; integrating Universal Design for Learning	Holistic child development, and fostering academic goals Chapters 5-6, Wilson) Essential ingredients for active learning (Section III, Oltman, Ed.)
5	Field trip to a wetland (Wakodahatchee Wetlands in Delray Beach); identify flora, fauna, and biological interdependence; discuss effective teaching and learning strategies; participate in group reading, singing, and pretending activities; discuss adaptations for individual children	Fostering positive conservation attitudes, special considerations, and special places for young children (Chapters 7-8 and Appendix 1, Wilson)
6	Early childhood curriculum approaches; integrating place-based education and projects	<i>Reflections for field trips (coastal habitat and wetland)</i>
7	Field trip to a scrub habitat (Yamato Scrub in Boca Raton); identify flora, fauna, and biological interdependence; discuss effective teaching and learning strategies; practice art, reading and other appropriate activities for children; discuss adaptations for individual children	Supporting active learning (Section IV, Oltman, Ed.)
8	Developing and implementing in-depth studies; writing interrelated lesson plans; planning considerations and issues	Possible program format (Section V, Oltman, Ed.)
9	Field trip to a flat pinewoods (Pine Jog Environmental Education Center in West Palm Beach); identify flora, fauna, and biological interdependence; discuss effective teaching and learning strategies; practice art, reading and other appropriate activities for children; discuss adaptations for individual children	Developing and evaluating your program (Section VI, Oltman, Ed.)
10	Historical accounts and perspectives; discuss current land and water use, including the Comprehensive Everglades Restoration Plan (CERP); discuss cultural, economic, health, and social benefits and issues; discuss mutual impact	Transforming school environments to support environmental awareness and advocacy (Section Three, Hoot & Szente, Eds.)
11	Field trip to a subtropical hammock (Gumbo Limbo Nature Center in Boca Raton); identify flora, fauna, and biological interdependence; discuss effective teaching and learning strategies; practice art, reading and other appropriate activities for children; discuss adaptations for individual children	<i>Reflections for field trips (scrub habitat and flat pinewoods)</i>
12	Resources about natural habitats, reading materials, creative art activities, math and science activities; adapting for developmental/grade levels and individual learning needs	Resources for teachers (Section Four, Hoot & Szente, Eds.) <i>Term paper – "Why</i>

		<i>environmental education is important in children's lives?"</i>
13	Field trip to a mangrove (Rutherford Park in Boca Raton); identify flora, fauna, and biological interdependence; discuss effective teaching and learning strategies; practice art, reading and other appropriate activities for children; discuss adaptations for individual children	
14	Student presentations for integrated and interrelated lesson plans	The road ahead (Section Five, Hoot & Szente, Eds.) <i>Reflections for field trips (subtropical hammock and mangrove); and nature education website</i>
15	Write action plans; course evaluation; and final exam	<i>Integrated and interrelated lesson plans</i>

COURSE REQUIREMENTS:

1. Integrated and interrelated lesson plans
Students will write five integrated and interrelated lesson plans incorporating:
 - a) developmental and/or educational goals and objectives
 - b) appropriate teaching strategies for the age of children
 - c) appropriate activities and instructional materials
 - d) identification of at least three adaptations to meet several specified individual learning needs, and
 - e) appropriate plan for assessment of children's learning

2. Term paper
Students will write a 3-4 page paper responding to the following: "Why is environmental education important in children's lives?" Students are expected to incorporate and corroborate compelling evidence based on the required readings; other sources may be included, if appropriate

3. Reflections of field trips
Students will write a reflection about each field trip; each reflection should include at least two of the following items: a) narratives of actual observations; b) narratives describing the educational experience; c) lyrical thoughts; d) drawings and other art renderings of the place; e) photographs; or f) curriculum ideas for early childhood environmental education

4. Nature education website
Students will design a website incorporating the following:
 - a) thoughtful and inviting title and introduction
 - b) imbed quotations from required readings and other sources as sources of inspiration
 - c) reflections on field trips, and
 - d) ideas for advocacy, civic, community, and/or educational engagement

5. Action plans

Students will write three action plans related to personal and professional development. Each plan should identify the goal to be achieved, steps that will be taken to achieve the goal, and resources or supports that will be utilized.

6. Final exam

The final exam will consist of multiple-choice, true/false, fill-in-the-blank, and short essay questions based on the required readings and classroom and field trip discussions.

ASSESSMENT PROCEDURES:

Integrated and interrelated lesson plans (5 lessons @ 4% per lesson; 20% total)

Term paper (10%)

Reflections of field trips (6 reflections @ 4% per reflection; 24% total)

Nature education website (12%)

Action plans (3 plans @ 4% per plan; 12% total)

Final exam (22%)

GRADING SCALE:

Assignment scores are cumulative and the following grade scale represents percentage of total points earned:

A =	95-100	A- =	90-94	B+ =	88-89	B =	83-87
B- =	80-82	C+ =	78-79	C =	73-77	C- =	70-72
D+ =	68-69	D =	63-67	D- =	60-62	F =	Below 60

All assignments must be completed in order to earn a grade of an "A" in this course.

ATTENDANCE POLICY:

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

ACADEMIC HONESTY

All university students are held to high levels of integrity. One mark of that is academic honesty, which includes plagiarism. On page 349 of the *Publication Manual* of the American Psychological Association (APA), plagiarism is defined as:

"Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text."

Florida Atlantic University Regulation 4.001, "Honor Code, Academic Irregularities, and Student's Academic Grievances," is strictly adhered to in this course. The regulation states:

"(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom."

Be especially careful about cutting and pasting text from websites. You may not do so without using quotation marks for the text and citing the source, and you should be sparing in your use of online quotes. There are severe academic penalties for plagiarism, and it is your obligation to remain honest in your use of others' writing.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations, due to a disability, to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton in the Student Support Service Building SU 80, Room 133 (561-297-3880); in Davie - MOD I (954-236-1222); or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

BIBLIOGRAPHY:

Bhagwanji, Y. (2011). *Early childhood environmental education rating scale: A formative evaluation tool to help programs improve nature education for young children.* Washington, DC: North American Association for Environmental Education.

Banning, W. & Sullivan, G. (2011). *Lens on outdoor learning.* St. Paul, MN: Redleaf Press.

Boise, P. (2010). *Go green rating scale for early childhood settings.* St. Paul, MN: Redleaf Press.

Hoot, J. L. & Szente, J. (Eds.) (2010). *The earth is our home: Children caring for the environment.* Olney, MD: Association for Childhood Education International.

Mardel, B. (1999). *From basketball to the Beatles: In search of compelling early childhood curriculum.* Portsmouth, NH: Heinemann.

Rezba, R. J., Sprague, C. R., McDonnough, J. T., & Matkins, J. J. (2007). *Learning and assessing science process skills* (5th ed.). Dubuque, IA: Kendall/Hunt Pub. Co.

Rosenow, N. (2011). *Growing with nature: Supporting whole-child learning in outdoor classrooms*. Lincoln, NE: Dimensions Educational Research Foundation.

Wilson, R. A. (2012). *Nature and young children: Encouraging creative play in natural environments* (2nd ed.). New York: Routledge.

World Forum Foundation & Community Playthings. (2010). *The Wisdom of nature: Out my back door*. Community Products, LLC.

RE: Request for approval

Emery Hyslop-Margison

Sent: Tuesday, September 10, 2013 6:28 PM

To: Barbara Ridener

Thanks Barbara!

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslopmargison@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Barbara Ridener

Sent: Tuesday, September 10, 2013 5:26 PM

To: Emery Hyslop-Margison

Subject: RE: Request for approval

I do not see a conflict for Teaching and Learning with the course as it is currently written.

Barbara

From: Emery Hyslop-Margison

Sent: Thursday, September 05, 2013 4:15 PM

To: Paul Peluso; Robert Shockley; Michael Brady; Barbara Ridener; Deena Wener

Cc: Yashwant Bhagwanji

Subject: FW: Request for approval

Dear Colleagues,

Dr. Yash Bhagwanji (see below) is proposing a new course in our department. Could you please review the details (email and attachments) and confirm there is no conflict with courses in your department.

Thanks and best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

RE: Request for approval

Michael Brady

Sent: Friday, September 06, 2013 12:17 PM

To: Emery Hyslop-Margison

I've reviewed the syllabus for your proposed course. I do not see any conflict or unintentional overlap with courses or programs in the ESE Department. Good luck with it!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Emery Hyslop-Margison

Sent: Thursday, September 05, 2013 4:15 PM

To: Paul Peluso; Robert Shockley; Michael Brady; Barbara Ridener; Deena Wener

Cc: Yashwant Bhagwanji

Subject: FW: Request for approval

Dear Colleagues,

Dr. Yash Bhagwanji (see below) is proposing a new course in our department. Could you please review the details (email and attachments) and confirm there is no conflict with courses in your department.

Thanks and best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslop@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Yashwant Bhagwanji

Sent: Thursday, September 05, 2013 3:47 PM

To: Emery Hyslop-Margison

Re: Request for approval

Paul Peluso

Sent: Thursday, September 05, 2013 10:23 PM

To: Emery Hyslop-Margison

Anytime.

By the way, I'd love to grab lunch with you sometime in the next few weeks. I'm out of town until Monday, but perhaps we can plan something next week or after?

Paul

Sent from my iPhone

On Sep 5, 2013, at 7:21 PM, "Emery Hyslop-Margison" <ehyslopmargison@fau.edu> wrote:

Thanks Paul - much appreciated.

Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
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College of Education
Florida Atlantic University
Boca Raton, FL 33431

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From: Paul Peluso
Sent: Thursday, September 05, 2013 4:38 PM
To: Emery Hyslop-Margison
Subject: Re: Request for approval

Hello Emery,

There does not seem to interfere with any courses in our department.

Thanks,

Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Chair and Associate Professor

Editor in Chief, *Measurement and Evaluation in Counseling and Development*

RE: Request for approval**Robert Shockley****Sent:** Thursday, September 05, 2013 4:47 PM**To:** Emery Hyslop-Margison**No problem from EDLRM. RS/**

From: Emery Hyslop-Margison**Sent:** Thursday, September 05, 2013 4:15 PM**To:** Paul Peluso; Robert Shockley; Michael Brady; Barbara Ridener; Deena Wener**Cc:** Yashwant Bhagwanji**Subject:** FW: Request for approval

Dear Colleagues,

Dr. Yash Bhagwanji (see below) is proposing a new course in our department. Could you please review the details (email and attachments) and confirm there is no conflict with courses in your department.

Thanks and best wishes,

Emery

Dr. Emery J. Hyslop-Margison

Professor and Chair

Department of Curriculum, Culture and Educational Inquiry

College of Education

Florida Atlantic University

Boca Raton, FL 33431

Email: ehyslopmarginson@fau.edu

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Fax: 561-297-2925

From: Yashwant Bhagwanji**Sent:** Thursday, September 05, 2013 3:47 PM**To:** Emery Hyslop-Margison**Subject:** Request for approval

Hi Emery,

I would appreciate your assistance is asking the COE department chairs for their "no conflict" statements for the attached graduate-level course. The new course is EEC 6239 Exploring Natural Habitats as a Curriculum for Young Learners and was approved by our department last April 2013. This course will serve as an elective course in several programs, including M.Ed. programs in Curriculum and Instruction and Environmental Education and the Ph.D. and Ed.S. programs in Curriculum and Instruction. The course will also be open to other students at the university interested in the topic (e.g., Environmental Sciences), as well as non-degree students.