

# EATM M15FL: WILDLIFE INTERPRETATION

**Originator**

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**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Attach Support Documentation (as needed)**

EATM\_Advisory\_Meeting Minutes 4-2022.doc

**Discipline (CB01A)**

EATM - Exotic Animal Training Mgmt

**Course Number (CB01B)**

M15FL

**Course Title (CB02)**

Wildlife Interpretation

**Banner/Short Title**

Wildlife Interpretation

**Credit Type**

Credit

**Honors**

No

**Start Term**

Spring 2023

**Catalog Course Description**

Provides students with a fundamental knowledge of wildlife interpretation, practical training in wildlife interpretation and developing practical skills in creating interpretive programs. Enables students to apply for the National Association of Interpretation Certified Interpretive Guide certification which is optional for the EATM COA (NAI certification requires an additional fee).

**Taxonomy of Programs (TOP) Code (CB03)**

0102.00 - \*Animal Science

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Students may visit other zoos to observe the interpretive programs at those facilities.

**Grading method**

(L) Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

52.5

**Total Maximum Student Learning Hours**

52.5

**Minimum Units (CB07)**

1

**Maximum Units (CB06)**

1

**Prerequisites**

EATM M15A

**Entrance Skills****Entrance Skills**

EATM M15A

**Prerequisite Course Objectives**

EATM M15A-express the importance of environmental education to community support of an animal facility.

EATM M15A-explain learning theory as it applies to environmental education.

EATM M15A-discuss the role of interpretation in animal parks.

EATM M15A-describe the skills needed to communicate effectively.

EATM M15A- explain the importance of environmental education to conservation.

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

EATM M15A

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Closely related lecture/laboratory course

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |                                                                                   |
|---|-----------------------------------------------------------------------------------|
| 1 | demonstrate the ability to write a thematic interpretive program outline.         |
| 2 | demonstrate the skills to meet the requirements for NAI interpretive certificate. |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |                                                                          |
|---|--------------------------------------------------------------------------|
| 1 | explain the principles of interpretation.                                |
| 2 | identify techniques of interpretation.                                   |
| 3 | develop a theme and sub-themes for a thematic interpretive presentation. |
| 4 | identify ways to understand your audience.                               |
| 5 | develop and deliver an interpretive program.                             |

**Course Content****Lecture/Course Content**

N/A

**Laboratory or Activity Content****(20%) Understanding the field of Interpretation**

- # History and Definition of Interpretation
- # Interpretation as a Profession
- # Freeman Tilden's 6 Principles of Interpretation
- # Modernizing Tilden's 6 Principles of Interpretation and building on them

**(30%) Thematic Interpretive Presentation Development**

- # Understanding Audiences
- # Theme development
- # Interpretive techniques for varied age groups
- # Presentation structure

**(30%) Thematic Interpretive Presentation Delivery**

- # Engagement techniques
- # Questioning and Response Strategies
- # Mission Based Dialogue
- # Verbal and nonverbal Communication

**(20%) Teamwork and Participation**

- # Independent and Group work in lab activities

**Methods of Evaluation****Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

- Written expression
- Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

- Group projects
- Individual projects
- Laboratory activities
- Oral analysis/critiques
- Oral presentations
- Quizzes
- Reports/papers
- Research papers
- Skills demonstrations
- Skills tests or practical examinations

Written compositions

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Class activities  
 Class discussions  
 Collaborative group work  
 Demonstrations  
 Field trips  
 Group discussions  
 Guest speakers  
 Laboratory activities  
 Large group activities  
 Lecture  
 Modeling  
 Observation  
 Problem-solving examples  
 Readings  
 Role-playing  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

Model skills and provide guidance as necessary.

Observe student performance of skills and provide feedback to assist with mastery of the skills.

## Representative Course Assignments

### Writing Assignments

Write a thematic interpretive program outline.

Write assignments in workbook

Write a self evaluation of a thematic presentation given regarding an animal at America's Teaching Zoo.

### Critical Thinking Assignments

Analyze which conservation topics appeal to different audiences.

Analyze different interpretive talks to identify most effective techniques.

### Reading Assignments

Read assigned chapters in National Association of Interpreters workbook or articles.

Research and read about assigned interpretation topics to be used for presentation at America's Teaching Zoo.

Read peer evaluations of your thematic presentation.

### Skills Demonstrations

Present a 10 minute thematic interpretive talk.

Demonstrate the ability to adapt presentation to various audiences.

## Outside Assignments

## Articulation

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
no comparable courses available			

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Manual

**Description**

Brochu, Lisa, and Tim Merriman. *Certified Interpretive Guide Training Workbook*. 5th ed., National Association for Interpretation, 2017.

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**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Krasny, Marianne. *Advancing Environmental Education Practice*. Cornell University Press, 2020.

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## Library Resources

### Assignments requiring library resources

Research, using the Library's print and online resources, on natural interpretation.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Research conservation topics to present in interpretive talk.

### Primary Minimum Qualification

ANIMAL TRAINING & MANAGEMENT

## Review and Approval Dates

### Department Chair

08/29/2022

### Dean

08/29/2022

### Technical Review

09/01/2022

### Curriculum Committee

9/6/2022

### DTRW-I

09/08/2022

### Curriculum Committee

MM/DD/YYYY

### Board

10/11/2022

### CCCCO

MM/DD/YYYY

### DOE/accreditation approval date

MM/DD/YYYY