ENVE 585: Special Topics in Environmental Education
Fall 2018 Syllabus

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Office: 1010 GRH	Class location: online
Instructor's Office Hours: Mon. 11:00-1 pm, Tues. 9:00-12 pm and by appt./phone	

TENTATIVE UNTIL THE FIRST DAY OF CLASS

Note: This document and other course-related materials are available at https://blackboard.wku.edu

WKU INFORMATION: (270) 745-4845

INCLIMENT WEATHER: When the WKU class is already in section and one site receives notice of closing due to bad weather, we will cancel the remaining time for class. If the WKU class has yet to begin for the day, and if only one site/section is closed, we might decide to tape the class and send the viewable link to the closed site. Please read your email for more details. On a field day, if one or more sites close field schools for the day, those WKU students are responsible for making up missed field time. The time needs to be made up within one week of the missed time.

WKU's WEATHER PLAN: If the WKU schedule is altered by inclement weather, WKU provides a number of ways you can find out if classes are delayed, canceled or if a campus is closed. Schedule changes will be announced through emergency text message, campus wide emails, on the WKU website and social media, and through a recorded phone message.

- **Text messages:** Students, faculty and staff who have signed up for WKU's emergency text messages will receive a text message announcing changes. Students, faculty and staff can sign up for text messages through TopNet by clicking on personal information and checking View / Update Cell Phone Messaging Notification.
- **Online:** Information will be posted on the WKU homepage, WKU News page, WKU Alert page, WKU Facebook page and WKU Twitter page.
- **Email:** WKU students, faculty and staff also will receive email about any schedule changes.
- **Phone:** If you can't get to a computer, the WKU Information line (270-936-0000) will have the latest information recorded.
- **News media:** In addition, WKU will notify WBKO-TV and WKYU-FM in Bowling Green and send information to other media as well.

COURSE DESCRIPTION: A consideration of special topics to acquaint the advanced student with significant problems and developments of current interest in environmental education.

PREREQUISITES: N/A.

COURSE RATIONALE: Students develop their own projects under the guidance of the instructor. A contract will be written to help the faculty member and student create a timeline for completing the required elements for the project.

LEARNING OUTCOMES:

Upon successful completion of the course, the student should:
- Be familiar with NAAEE Guidelines for Excellence
- Apply the Guidelines of Excellence to the project
- Reflect on how the NAAEE Guidelines for Excellence helps strengthen teaching EE topics.

REQUIRED TEXTBOOKS:

There is no textbook required for this course. The materials required will depend on the contract developed between yourself and the professor.

*National Research Council (2012). *A Framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Washington, DC: National Academies Press. **ISBN 978-0-309-21742-2. *Note: this book can be downloaded as a PDF for free.**

*Use this website for the free PDF: http://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts

COURSE PACKET: (This might be of use to your project).
Includes Kentucky Framework for Teaching and Next Generation Science Standards information and how to interpret it.

REQUIRED MATERIALS:

Kentucky Framework for Teaching

http://education.ky.gov/teachers/pges/tpges/pages/kentucky-framework-for-teaching.aspx

Kentucky Academic Standards

http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx

MAJOR COURSE TOPICS:

Students will develop an individual project based on their desires and needs within the field of environmental education. This must be approved by the professor. A contract will be signed by the professor and student to solidify the project.

DESCRPTION OF COURSE ASSIGNMENTS:
Assignment 1: Welcome Blog

Assignment 2: Contract created with the professor

Assignment 3: Semester long project

Assignment 4: Presentation of project
> Students will meet on a Zoom or Adobe connect presentation to share their projects with their classmates.

PARTICIPATION AND PROFESSSIONALISM: Students are expected to complete all assignments for the course. Professionalism points will be deducted if students act in an untowardly way to others in the class or the professor.

Final grades for ENVE 585 will not be forwarded to the Office of the Registrar until all assignments are

completed.

COURSE GRADING AND EVALUATION: Rubrics are provided for most assignments.

Assignment Name	Point Value	Due Date
Welcome Blog	25	
Contract	75	
Project	350	
Presentation	50	
TOTAL	500	

GRADING SCALE:

465-500 points	A
425-464 points	B
385-424 points	C
350-384 points	D
349 or less points	F

NOTE: FINAL POINTS ARE USED TO DETERMINE FINAL GRADES. PERCENTAGES ARE NOT USED TO DETERMINE GRADES.

PLAGIARISM: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software (Student Handbook). *Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.*

ACADEMIC DISHONESTY: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs Student Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure (Student Handbook). *Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.*

CHEATING: No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination (Student Handbook).
Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.

ATTENDANCE AND PARTICIPATION POLICY: Registration in this course obligates the student to regular and punctual in class attendance. Students are expected to attend all class meetings. **There is no such thing as an excused absence.** This class is to prepare you for student teaching and becoming a teacher professional. This means that you will need to turn in work the day an assignment is due, whether you attend class or not. When you are sick as a teacher, you must prepare lesson plans for your substitute. **Missed work where grades are taken during class will result in no points.** Leaving early or coming late will also result in a tardy. **Two tardies will count as one absence**. More than two absences reflects on your professionalism and may result in a reduced grade or being dropped from the course. *Arriving late or leaving early from the field will result in lowered Block points.* **You will NOT be able to make up quizzes. If you leave class early or come late after the quiz is given, your quiz will not count. Absences which are 20% or more will result in an automatic "F" in the course.**

STUDENT DISABILITY SERVICES: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

STATEMENT OF DIVERSITY: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

The Quality Enhancement Plan for Western Kentucky University:

QEP STUDENT LEARNING GOAL

WKU students will bring evidence and argument to life through written, oral, and visual means. Graduates will apply and adapt this learning to their professional, social, and personal lives.

QEP STUDENT LEARNING OUTCOMES
1. WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (Evidence-Gathering)

2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (Sense-Making)

3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (Argumentation)

Course Assignments and Experiences Related to:

- **The Kentucky Academic Standards (KAS)**

(If none, put "N/A." Otherwise, p**rovide information that addresses the following EPSB Program Review questions: How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? How does the EPP measure the depth of knowledge of each candidate?)**

Course Assignment	Measure of Depth of Knowledge/Proficiency
Individual project	**The purpose of the individual project is to link students' knowledge of the Kentucky Academic Standards to NAAEE's Guidelines for Excellence. Each student customizes which subject matter they chose within the Kentucky Academic Standards.**

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

(If none, put "N/A." Otherwise, briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.)

Course Assignment	Measure of Depth of Knowledge/Proficiency
Individual Project	**Students will use a variety of levels within the Revised Bloom's taxonomy and depth of knowledge to complete their project.**

- **Candidates Using the KAS Framework in Lesson Planning**

(If none, put "N/A." Otherwise, provide evidence, such as KTIP assessments/portfolio/other data, of candidates' use of the KAS framework in lesson plans. The EPSB suggests including lesson plan format if not using the current KTIP format.).

Course Assignment	Measure of Depth of Knowledge/Proficiency
Individual Project	**Students will create an individual project using the Kentucky Academic Standards and NAAEE's Guidelines for Excellence to create lesson plans.**

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

(If none, put "N/A." Otherwise, p**rovide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework.)**

Course Assignment	Measure of Depth of Knowledge/Proficiency
Individual Project	**Students will create formative and summative assessment tools and keys to use within their individual projects.**

Course Assignments Serving as an Education Preparation Program "Key Assessment":

(If none, put "N/A." Otherwise, please name and briefly describe the assessment in a paragraph. Then place the assessment name beside the category in the table below the assessment represents. Note that assessments 1-3 *have already been identified*, so no course needs to include them.)

N/A