ENVE 580: Instructional Strategies in EE
Syllabus

Instructor	Office	Phone	Email
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Prerequisite: Teacher Certification or Instructor Permission
ENVE 520 should be taken prior to this course.

Required Texts:
There are no required texts. All readings will be on Blackboard.

Primary Course Website: BlackBoard

Graduate Catalog Description:
This course is designed to assist classroom teachers and other formal and nonformal educators improve their understanding of the natural and cultural environment. In addition, it provides participants with opportunities to utilize the environment in their instructional programs. Specific attention will be given to the teaching of the early childhood, elementary, middle school, and high school levels, specifically as it relates to outdoor and environmental education. Goals, objectives, and teaching strategies associated with environmental education will be reviewed in keeping with the characteristic needs of learners at specific age levels. Emphasis will be placed on the interrelatedness of environmental education with traditional curriculum content areas.

Course Objectives:

1. Students will demonstrate increased knowledge about various natural communities and ecological concepts.
2. Students will demonstrate recognition of the value of environmental education in the elementary and secondary schools.
3. Students will develop activities using environmental education teaching techniques in the curriculum, or in other educational settings.
4. Students will identify and demonstrate methods, techniques, strategies and facilities that promote the use of community resources and environmental concepts.

Course Assignments, Projects, and Evaluation
Students will be evaluated based on their performance in completing assignments such as the following (be sure to address how each assignment addresses the 4Cs (https://www.aeseducation.com/blog/four-cs-21st-century-skills) :
- Teaching a Developmentally Appropriate Lesson Using UDL: Use information from UDL to help differentiate for all students in the classroom.
- EE Unit: Create an EE Unit: Create a unit that fits the curriculum map at the school.
- Teaching EE Outdoors: Teach a lesson outdoors to experience a different setting of teaching.
- EE Evaluation: Use MEERA to learn about environmental education evaluation, then interview a nonformal environmental educator to learn how they do evaluation at their place of work.

Course Evaluation: (based on accumulated points)

Teaching a Developmentally Appropriate Lesson Using UDL	50
EE Unit	100
Teaching EE Outdoors	50
EE Evaluation	100
TOTAL Points	300

Grading Scale
A = 90-100
B = 80-89
C = 70-79

(See Schedule in separate file)

Class Time Management:

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Emails to Instructor:

Please use the course name and assignment in the title of the email. Include your first and last name as well so the instructor can reach out to the correct student. (i.e. Huss ENVE 520 Lorax vs Truax Question).

Naming Files:

Save files using Microsoft word documents only. Documents that can not be read by the instructor will receive a zero. Save the files using your last name and then the name of the assignment. (i.e. Huss Lorax Truax).

Participation and Communication:

1. Please contact the professor by email or office phone. If I do not respond in 48 hours, please send another email to make sure I respond.
2. Please contact the professor ASAP if you need help or are struggling in the class. There is no reason to fail a graduate class. Please reach out and let's make a plan together.

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. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@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.

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.

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding
WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at
https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the
*University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX*
Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

For further information and support you may choose to go to the Student Accessibility Resource Center:
https://www.wku.edu/sarc/

Standards Addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments

Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	Teaching a Developmentally Appropriate Lesson Using UDL; EE Unit
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Teaching a Developmentally Appropriate Lesson Using UDL
Standard 3.Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	Teaching a Developmentally Appropriate Lesson Using UDL; EE Unit; TEaching Environmental Education Outdoors
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Teaching a Developmentally Appropriate Lesson Using UD; EE Unit
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	EE Unit
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well	EE Unit; Teaching Environmental Education Outdoors

as knowledge of learners and the community context.	
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	EE Unit; Teaching Environmental Education Outdoors
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	

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

Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	NA
Professional Dispositions	WKU Dispositions Document (KTPS Standard 10) https://docs.google.com/document/d/18823Qi_t4Iw7ilH8-NcF3tJLDbvwi0Key3xcNHAiSLo/edit?usp=sharing
Data and Research driven decision making	Environment Education Unit (KTPS Standards 1,2,4,6,7,8,9) https://docs.google.com/document/d/19cQ7eImTs38LkEqf5Ob3tjIDFf-ZMCNirw_LJL3r7I8/edit?usp=sharing
Integration of Technology in the discipline	Teaching Environmental Education Outdoors (KTPS Standard 3,6,7,8) https://docs.google.com/document/d/19MQ0M_gP6as1ICia5HZvgNCEVpRukEG8wzxpiGm_BnM/edit?usp=sharing
Clinical Practice (integrated practices of diversity)	Teaching a Developmentally Appropriate EE Lesson Using UDL (KTPS 1,2,3,4,6) https://docs.google.com/document/d/1eu21Nw-4HHLDZMOSF3QzfTyy9l2GCYn-cT7RHssB_0A/edit?usp=sharing

Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s):	KY Teacher Performance Standards
Assignments ☒Clinical; hours <u>20</u>	EE Unit	4.2 Knowledge of Instructional Methodologies; 4.4 Knowledge of EE materials and resources; 4.7 Curriculum planning; 5.3 Flexible and	Standard 1: Learner development; Standard 2: Learning differences; Standard 3: Learning differences;

			4: Content Knowledge; Standard 7: Planning for instruction; Standard 8: Instructional strategies
Assignments ☒Clinical; hours <u>5</u>	Teaching EE Outdoors	4.2 Knowledge of Instructional Methodologies; 4.3: Planning for Instruction; 4.5 Technologies that assist learning; 4.6 Settings for instruction; 5.1 A climate for learning about and exploring the environment; 5.2 An inclusive and collaborative learning environment	Standard 2: Learning differences; Standard 3: Learning differences; Standard 7: Planning for instruction; Standard 8: Instructional strategiesStandard
Assignments ☒Clinical; hours <u>5</u>	Teaching a Developmentally Appropriate EE Lesson	4.1 Knowledge of Learners 5.2 An inclusive and collaborative learning environment 5.3 Flexible and responsive instruction	Standard 1: Learner development; Standard 2: Learning differences; Standard 3: Learning environments; Standard 4: Content knowledge

SPA Standards (If required)	Alignment: Assignments/Assessments
● 4.2 Knowledge of Instructional Methodologies; ● 4.4 Knowledge of EE materials and resources; ● 4.7 Curriculum planning; ● 5.3 Flexible and responsive instruction	EE Unit
● 4.2 Knowledge of Instructional Methodologies; ● 4.3: Planning for Instruction; ● 4.5 Technologies that assist learning; ● 4.6 Settings for instruction; ● 5.1 A climate for learning about and exploring the environment; ● 5.2 An inclusive and collaborative learning environment	Teaching EE Outdoors
● 4.1 Knowledge of Learners ● 5.2 An inclusive and collaborative learning environment	Teaching a Developmentally Appropriate EE Lesson

SPA Standards Alignment:
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