



ENVE 585: Special Topics in Environmental Education

Instructor: Dr. Jeanine Huss, Professor

E-mail: Jeanine.huss@wku.edu

Phone: 270-745-2293

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

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 will use the NAAEE Guidelines for Excellence: Professional Development of Environmental Educators to create a semester long project to apply their knowledge of environmental education to their own teaching situation.

LEARNING OUTCOMES:

Upon successful completion of the course, the student should:

- Be familiar with NAAEE Guidelines for Excellence
- Apply the Guidelines of Excellence to a semester long project within your teaching
- Reflect on how the NAAEE Guidelines for Excellence helps strengthen their abilities to teach EE

REQUIRED TEXTBOOKS:

There is no textbook required for this course. Reading materials will be posted on Blackboard.

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>

NAAEE Guidelines for Excellence

<https://naaee.org/eepro/publication/guidelines-excellence-series-set>

MAJOR COURSE TOPICS:

Applying knowledge of environmental education to each student's unique teaching situation by creating an EE project that will last one semester.

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignment 1: Use curriculum map and administrator to help determine EE project

Assignment 2: Outline of project using SMART goals; use KAS and NAAEE Guideline's for Excellence to determine what students will be learning from the project

Assignment 3: Timeline of project

Assignment 4: Readings/research related to project

Assignment 5: Pretest on learning related to project

Assignment 6: Reflections based on first activity and 1st SMART goal

Assignment 7: Reflections based on second activity and 2nd SMART goal

Assignment 8: Reflection of based on third activity and 3rd SMART goal

Assignment 9: Reflection on overall project and posttest on learning

PARTICIPATION AND PROFESSIONALISM: 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 580 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
Curriculum map/Administrator Consult	50
Outline of project; Use of KAS and NAAEE Guidelines standards	100
Research related to project	100
Pretest on project learning	50
Reflection on 1 st activity and 1 st SMART Goal	100
Reflection on 2 nd activity and 2 nd SMART Goal	100
Reflection on 3 rd activity and 3 rd SMART Goal	100
Reflection on overall project	150
Posttest on project learning	50
TOTAL	800

GRADING SCALE:

720-800 points	A
640-719 points	B
560-639 points	C
480-559 points	D
479 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)

Course Assignment

Measure of Depth of

Knowledge/Proficiency	
EE Project	Each student creates a semester long project using KAS and the NAAEE Guidelines for Excellence Standards based on a need taken from the curriculum map and principal. The standards will be used to help outline the learning that will take place within the project.

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

Course Assignment

Measure of Depth of

Knowledge/Proficiency

EE Project	Students will look at their curriculum map to determine a gap or a place that needs extra teaching within the subject(s) they teach. This project will help fulfill a need within their school's curriculum map. The student will determine the depth of knowledge within each lesson of the unit.
------------	--

- Candidates Using the KAS Framework in Lesson Planning

Course Assignment

Measure of Depth of

Knowledge/Proficiency

EE Project	Students will look at their curriculum map to determine a gap or a place that needs extra teaching within the subject(s) they teach. This project will help fulfill a need within their school's curriculum map. The student will determine the depth of knowledge within each lesson of the unit.
------------	--

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

Course Assignment

Measure of Depth of

Knowledge/Proficiency

EE Project	Students will create formative (daily) assessment and a summative assessment and tools such as rubrics to monitor daily learning within their semester long project.
------------	--