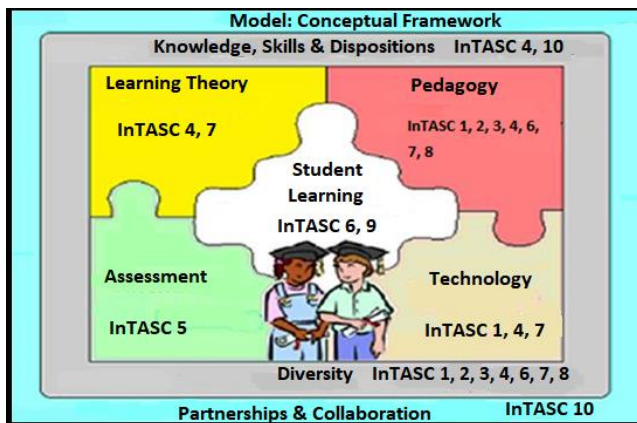


ED/ENV 542: Environmental Education Instruction and Materials Syllabus

School of Education Conceptual Framework:
Theme: Empowerment for Learning- Content, Process, Self-Efficacy
EPSB Themes- Diversity, Assessment, Literacy Education, Closing the Achievement Gap



Instructor	Dr. Robin Magruder
Office Location	EB 112
Email	rlmagruder@campbellsville.edu
Office Hours	Monday, Wednesday, Friday 9:00 am-12:00 pm, 1:00 pm-3:00 pm Tuesday, Thursday 9:00 am-12:30 pm, 2:00 pm-3:00 pm Virtual Hours by appointment
Office Phone	(270) 789-5139
Preferred method for contacting instructor	Email
Campus Security Cell Phone	(270) 403-3611
Campus Security Office	(270) 789-5556

Course Description

This course is an examination of the history and philosophy of environmental education as well as current strategies in environmental education instruction. We examine mankind's relationship to the environment with an emphasis on current environmental problems. This course is required for students pursuing an Environmental Education Endorsement at the graduate level.

Course Objectives

By the end of this course, students will demonstrate by writing projects, lesson development, oral presentations, and discussions:

Objective/Assessment	North American Association of Environmental Education Standards (NAAEE)	Kentucky Teacher Performance Standards (KTPS/ InTASC)	KTPS/ InTASC Diversity Indicators	CAEP	Technology	ILA
a. An understanding of current strategies in environmental education instruction. Assignment One, Five	2.1, 2.2, 4.1, 4.2, 4.3	7G, H, 8N, O		1.1, 1.2, 1.3, 3.3	YES	1.1
b. A more advanced understanding of the sciences, which is critical in making responsible decisions about environmental education issues. Assignment One	4.2, 4.3, 4.4, 4.6, 4.7	4J, K, L, M	4M	1.1, 1.2, 1.3, 3.3	YES	1.3
c. The ability to critically evaluate resources available for environmental educators. Assignment One, Two, Three, Five	4.2, 4.3, 4.4, 4.6, 4.7	7A, B, D, 9H	7B, 9H	1.1, 1.2, 1.3, 3.3	YES	2.1
d. How principles of sustainability	1.2, 1.3, 1.4, 3.3	1C, 10M, Q	10Q	1.1, 1.2,	YES	2.2

can be applied to local, regional, and global environmental decisions. Assignment One				1.3, 3.3		
e. Correlate NAAEE standards to the Next Generation Science Standards (NGSS), Common Core Standards for Mathematics (CCSM), and Common Core Standards for English and Language Arts (CCSELA) Assignment Five	5.1, 5.2, 5.3	5J,P, 7G		1.1, 1.2, 1.3, 3.3	YES	3.2
f. The ability to create lesson plans/units which meet NAAEE, NGSS, CCSM, and CCSELA (Data analysis of unit assessments). Clinical Experience Assignment Three, Four, Five	5.1, 5.2, 5.3, 6.1, 6.2, 7.1	6A, B, G,7A,C,F, 8E,F	6G	1.1, 1.2, 1.3, 3.3	YES	1.1

**Kentucky Teacher Performance Standards/Interstate Teacher
Assessment and Support Consortium (KTPS/InTASC)**

KTPS/InTASC 1 Learner Development

KTPS/InTASC 2 Learner Differences

KTPS/InTASC 3 Learning Environments
KTPS/InTASC 4 Content Knowledge
KTPS/InTASC 5 Application of Content
KTPS/InTASC 6 Assessment
KTPS/InTASC 7 Planning for Instruction
KTPS/InTASC 8 Instructional Strategies
KTPS/InTASC 9 Professional Learning and Ethical Practice
KTPS/InTASC 10 Leadership and Collaboration

**Students will demonstrate an understanding of diversity- KTPS Diversity Proficiencies:
CU Diversity Proficiencies (from KTPS/InTASC)**

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

International Literacy Association (ILA)

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (CAEP)

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and

Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

NAAEE Standards for the Initial Preparation of Environmental Educators

1. **STANDARD 1. Nature of Environmental Education and Environmental Literacy.** Candidates demonstrate knowledge of the evolution, purposes, defining characteristics, and guiding principles of environmental education, as well as the fundamentals of environmental literacy. They understand that environmental education is an evolving field. This knowledge provides a solid foundation on which environmental educators can develop and continue to improve their own practice. [Note: This standard relates to the ability of the candidates to define environmental education and the components of environmental literacy. Standard 2 relates to the degree to which the candidates are themselves environmentally literate.]
 - 1.1 Candidates demonstrate an understanding of how environmental education has evolved over time and continues to change.
 - 1.2 Candidates demonstrate an understanding of the defining characteristics and guiding principles of environmental education.
 - 1.3 Candidates demonstrate an understanding of the components of environmental literacy.
2. **STANDARD 2. Environmental Literacy of Candidates.** Candidates demonstrate the knowledge, skills, and dispositions associated with environmental literacy. They use technology as a tool for collecting, analyzing and communicating information about the environment. [Note: Standard 2 relates to the degree to which the candidates are themselves environmentally literate. Standard 1 relates to the ability of the candidates to define environmental education and define the components of environmental literacy.]
 - 2.1 Candidates demonstrate environmental inquiry skills, and use technology as a tool to answer their own questions.
 - 2.2 Candidates demonstrate an understanding of the processes and systems that comprise the environment, including Earth as a physical system, the living environment, and human social systems and influences.
 - 2.3 Candidates identify, select and investigate environmental issues and use technology as a tool when conducting these investigations.
 - 2.4 Candidates demonstrate an understanding of the importance of exercising the rights and responsibilities of environmental citizenship.
 - 2.5 Candidates identify and evaluate the need for action on specific environmental issues, identify possible action projects, and evaluated potential outcomes of those action projects.
 - 2.6 Candidates use the results of their investigations to plan, carry out, and evaluate action projects designed to address selected environmental issues.
3. **STANDARD 3. Learning Theories and Knowledge of Learners.** Candidates demonstrate an understanding of theories of learning and human development, learning processes, and individual differences. They demonstrate respect for their students as unique individuals. Candidates apply this knowledge to create positive, effective and responsive learning environments for all students³ in environmental education.
 - 3.1 Candidates impact diverse students' learning by applying theories of learning and development when planning, delivering, and improving environmental education instruction.
 - 3.2 Candidates impact diverse students' learning by applying an understanding of learning processes when planning, delivering, and improving environmental education.
 - 3.3 Candidates impact diverse students' learning by applying an understanding of ability

levels and cultural and linguistic backgrounds when planning, delivering, and improving environmental education instruction.

4. **STANDARD 4. Curriculum: Standards and Integration.** Candidates demonstrate an understanding of how the unique features of environmental education can be used in the design and enrichment of standards-based curricula and school programs.
 - 4.1 Candidates align NAAEE's Guidelines for Learning (PreK-12) and associated environmental literacy components with national, state, and district content standards.
 - 4.2 Candidates use alignment results to select, adapt, and develop environmental education curricular and instructional materials.
 - 4.3 Candidates seek opportunities to integrate environmental education into standards-based curricula and school programs.
5. **STANDARD 5. Instructional Planning and Practice.** Candidates identify and differentiate among a variety of instructional strategies and tools, including instructional technology that enhance environmental learning. They plan and deliver instruction that promotes environmental literacy and creates stimulating and motivating climates for learning for diverse learners.
 - 5.1 Candidates describe and critically review a range of instructional materials, resources, technologies, and settings for use in environmental education.
 - 5.2 Candidates impact students' learning by selecting and implementing instructional strategies and technologies that meet diverse students' needs and lead to the development of environmental literacy.
 - 5.3 Candidates develop technology- rich environmental education instructional plans that address diverse students' needs.
 - 5.4 Candidates impact diverse students' learning by delivering developmentally, culturally and linguistically appropriate and effective environmental education instruction.
6. **STANDARD 6. Assessment.** Candidates possess the knowledge, abilities, and commitment to make assessment integral to curriculum and instruction in environmental education, thereby fostering continuous intellectual, social, emotional, and physical development of each student. Candidates demonstrate an understanding of how assistive technologies can be used in assessment. Candidates use assessment as a means of on-going evaluation of effective teaching and learning.
 - 6.1 Candidates integrate assessment that meets the needs of diverse students into environmental education instruction.
 - 6.2 Candidates impact diverse students' learning by using assessment data, collected and analyzed with the aid of technology, to inform environmental education instruction.
 - 6.3 Candidates impact diverse students' learning by communicating assessment results and achievement to appropriate individuals.
7. **STANDARD 7. Professional Growth in Environmental Education.** Candidates recognize the importance and benefits of belonging to a professional community, and understand that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the environmental education profession. Candidates understand and accept the responsibilities associated with practicing environmental education.
 - 7.1 Candidates identify the benefits and recognize the importance of belonging to a professional environmental education community.

7.2 Candidates engage in environmental education professional development opportunities, including technology-based opportunities.

7.3 Candidates provide accurate, balanced, and effective environmental education instruction.

7.4 Candidates develop a rationale for environmental education and understand the need to advocate for the field of environmental education.

Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

Grade Calculation

Assuming punctual, regular attendance and effective participation, grades will be determined using the following scale:

<u>Percentage</u>	<u>Grade</u>
93 -100%	A
83 - 92 %	B
73 - 82%	C
65 – 72 %	D
64% or below	F

Whole letter grade (A-F) will be earned. Students must earn at least a C grade in all education classes or they will have to be repeated.

Instructions for Required Assignments

Assignment One: Summary of Monroe & Krasny chapters 1-3 (20 points, due week one)

Write a one page summary of chapters one through three in Monroe and Krasny (to be scored with the writing prompt rubric).

**Assignment Two: Literature Review based on unit
(50 points, due week three)**

Write a two page literature review including at least three research-based empirical studies based on the topic of your unit. Include an explanation of how the unit topic relates to NAAEE guidelines.
This paper is to be written in proper APA format.

**Assignment Three: Summary of data analysis from unit assessments
(50 points, due week five)**

In collaboration with the professor, write a document summarizing the data analysis for assessments.

**Assignment Four: Discussion and Conclusion of unit
(50 points, due week seven)**

In collaboration with the professor, write a document including a discussion and conclusion of the unit.

**Assignment Five: Final version of article for submission and CLINICAL FORM
(50 points, due week eight)**

In collaboration with the professor, write a final version of the article to be considered for publication in a relevant journal.

Include in this submission the clinical hour form with evidence of TEN hours working in your classroom implementing and analyzing your unit.

The tentative Schedule of Topics, Required Readings, and Assignments follow this page. A summary of the assignment due dates and exams dates are outlined above. Please refer to assignment descriptions, found at the end of this document, for specific assignment details.
Tentative Schedule of Topics and Required Reading

*The instructor reserves the right to modify this schedule as necessary. Students will receive adequate notice if this occurs.

Date	Topic Emphasized	Required Reading (Should be complete prior to class)	Assignments and Due Dates
Week One	Current strategies in environmental education instruction	Read chapters 1,2, and 3 in Monroe, M.C., & Krasny, M.E. (Eds.). (2013). <i>Across the spectrum: Resources for environmental educators</i> . Washington D.C.: North American Association for Environmental Education. which can be downloaded for free at https://naaee.org/sites/default/files/	Assignment One: Summary of Monroe & Krasny chapters 1-3.

		eeepro/resource/files/acrossthespectrum_sul5_final_spreads.pdf	
Week Two	Making responsible decisions about environmental education issues	<p>Read chapters 4,5, and 6 in Monroe, M.C., & Krasny, M.E. (Eds.). (2013). <i>Across the spectrum: Resources for environmental educators</i>. Washington D.C.: North American Association for Environmental Education.</p> <p>which can be downloaded for free at</p> <p>https://naaee.org/sites/default/files/eeepro/resource/files/acrossthespectrum_sul5_final_spreads.pdf</p>	
Week Three	Evaluation of resources	<p>Read chapters 2-6 of Russ, A. (Ed.). (2014). <i>Measuring environmental education outcomes</i>. Washington, DC: North American Association for Environmental Education.</p> <p>which can be downloaded for free at</p> <p>https://naaee.org/eeepro/resources/measuring-environmental-education-outcomes</p> <p>Shepardson, D.P. (2005). Student ideas: What is an environment? <i>Journal of Environmental Education</i>, 36 (4), 49-58.</p> <p>Tourtillott, L., & Britt, P. (1994). <i>Evaluating Environmental Education Materials</i>. Washington DC: North American Association for Environmental Education.</p> <p>which can be downloaded for free at</p>	Assignment Two: Literature Review based on unit

		https://naaee.org/sites/default/files/eeepro/resource/files/evaluatingmaterials.pdf	
Week Four	Data analysis of unit assessments	<p>Pennock, M.T., & Bardwell, L.V. (1994). Approaching environmental issues in the classroom. Washington DC: North American Association for Environmental Education. which can be downloaded for free at</p> <p>https://naaee.org/sites/default/files/eeepro/resource/files/approachingenvironmentalissuesclassroom.pdf</p>	
Week Five	<p>Principles of sustainability</p> <p>Food Production and Sustainable Agriculture</p>	<p>Poudel, D. D., Vincent, L. M., Anzalone, C., Huner, J., Wollard, D., Clement, T., DeRamus, A., & Blakewood, G. (2005). Hands-on activities and challenge tests in agricultural and environmental education. <i>Journal of Environmental Education</i>, 36 (4), 10-22.</p> <p>Negev, M., Garb, Y., Biller, R., Sagy, G., & Tal, A. (2010). Environmental problems, causes, and solutions: An open question. <i>Journal of Environmental Education</i>, 41 (10), 101-115.</p>	
Week Six			Assignment Three: Summary of data analysis from unit assessments

	Data analysis of unit assessments		
Week Seven	Correlation of NAAEE standards to Kentucky Academic Standards		Assignment Four: Discussion and Conclusion of unit
Week Eight	Creating lesson plans/units for environmental education	Campbell, C., & Robottom, I. (2004). Environmental education-appropriate vehicle for teaching science? <i>Teaching Science: The Journal of the Australian Science Teachers Association</i> , 50 (2), 18-23.	Assignment Five: Final version of article for submission And CLINICAL FORM

Assignment Two: Literature Review			
Scholarly Style and Organization			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Background written without a scholarly style without following key aspects of APA format	Background written with a somewhat scholarly style following some key aspects of APA format	Background written with a scholarly style following key aspects of APA format	Background written with a scholarly style following all aspects of APA format
Background organized without headings based on empirical studies	Background organized with headings based on empirical studies	Background clearly organized with headings based on themes developed by topics within empirical studies	Background clearly organized with headings based on themes developed by topics within empirical studies which are all relevant to the topic
Writing relies heavily on direct quotations	Mostly uses cited paraphrases, some direct quotes unnecessary	Use cited paraphrases, unless direct quotes are critical	Use cited paraphrases without direct quotes

Literature Review Content			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Includes citations for one empirical study about the topic	Includes citations for two empirical studies about topic	Includes citations for at least three empirical studies about topic	Includes citations for more than three empirical studies about topic
Some empirical studies related to research with some key aspects of research question included in background	Most empirical studies related to research question with some key aspects of research question included in background	All empirical studies clearly related to research question with key aspects of research question included in background	All empirical studies clearly related to research question with all aspects of research question included in background
Most sources are outdated, published beyond the last ten years	Most sources are current, published within the last ten years	All sources are current, published within the last ten years	All sources are current, published within the last ten years
Includes summary of some empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions	Includes summary of all empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions	Includes summary of all empirical studies and scholarly sources including methodology, findings, and conclusions	Includes thorough summary of all empirical studies and scholarly sources including methodology, findings, and conclusions
Score:			
Assignment Three: Data Results Narrative			
Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Narrative not clearly organized	Narrative clearly organized by another logical scheme	Narrative clearly organized by research question or methodology without headings	Narrative clearly organized by research question or methodology with appropriate headings
Narrative does not include step by step report on analysis of data including two components of collected data	Narrative includes step by step report on analysis of data including two components of collected data	Narrative includes step by step report on analysis of data including discussion of all components of collected data	Narrative includes step by step report on analysis of data including thorough discussion of all components of collected data

Narrative does not include description of baseline data, but is necessary	Narrative includes brief description of baseline data (if applicable)	Narrative includes description of baseline data (if applicable)	Narrative includes thorough description of baseline data (if applicable)
Narrative does not include summaries for all instruments used for the study without mentioning how the data answers the research question	Narrative includes brief summaries for all instruments used for the study without mentioning how the data answers the research question	Narrative includes data summaries for all instruments used for the study mentioning how the data answers the research question	Narrative includes thorough summaries for all instruments used for the study explaining how the data answers the research question.
Quantitative data not displayed in tables and/or figures	Quantitative data displayed in tables and/or figures do not support discussion of data analysis in narrative	Quantitative data displayed in tables and/or figures supports discussion of data analysis in narrative	Quantitative data displayed in tables and/or figures in APA format supports discussion of data analysis in narrative
Qualitative data discussed in data analysis does not include codes and/or themes of data	Qualitative data discussed in data analysis in narrative includes partial list of codes and/or themes of data	Qualitative data discussed in data analysis in narrative includes codes and/or themes of data	Qualitative data discussed in data analysis in narrative includes codes and/or themes of data including direct quotes from participants
Narrative includes brief mention of triangulation without discussing how the sets of data work together to answer the research question	Narrative includes triangulation of most sets of data and explains how most pieces of data work together to answer the research question	Narrative includes triangulation of all three sets of data and explains how each piece of data works together to answer the research question	Narrative includes triangulation of all three sets of data and thoroughly explains how each piece of data works together to answer the research question
Narrative does not include analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status	Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if applicable) which	Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language and/or socioeconomic status (if applicable) which partially answers the research question	Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or

	does not answer the research question		socioeconomic status (if necessary) which thoroughly answers the research question. If applicable, includes overview of demographic data
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Assignment Four: Discussion and Conclusion

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Overview/synthesis does not include overview of research question or study. Overview is not thorough	Overview/synthesis includes overview of research question or study. Overview is not thorough	Overview/synthesis includes overview of research question and study. Overview is thoroughly understandable	Overview/synthesis includes thorough overview of research question and study. Overview/synthesis stands alone and is thoroughly understandable
Overview/synthesis includes conclusions inaccurately drawn from results which do not attempt to answer research question	Overview/synthesis includes conclusions inaccurately drawn from results which attempt to answer research question	Overview/synthesis includes conclusions drawn from results which answer research question accurately based on evidence from most of the data	Overview/synthesis includes conclusions drawn from results which answer research question accurately and thoroughly based on evidence from all of the data
Overview/synthesis includes interpretations inaccurately drawn from results which do not attempt to answer research question	Overview/synthesis includes interpretations inaccurately drawn from results which attempt to answer research question	Overview/synthesis includes interpretations drawn from results which answer research question accurately based on evidence from most of the data	Overview/synthesis includes interpretations drawn from results which thoroughly answer research question based on evidence from all of the data

Impact of Study

Does not include discussion of limitations of study	Includes discussion of limitations of study which is neither critical nor accurate	Includes critical, accurate discussion of limitations of study	Includes critical, accurate discussion of limitations of study with suggestions of how they could have improved study
Does not include discussion of generalizability of study	Includes discussion of generalizability of study which is neither critical nor accurate	Includes critical, accurate discussion of generalizability of the study	Includes critical, accurate discussion of generalizability of the study with suggestions of

Does not mention next questions or ideas about intervention if the researcher were to continue the investigation	Mentions next questions or ideas about intervention if the researcher were to continue the investigation	Mentions next questions and ideas about intervention if the researcher were to continue the investigation	how they could have improved study Includes discussion of next questions and ideas about intervention if the researcher were to continue the investigation
Concluding Statements			
Mentions how results of study were shared with an appropriate audience	Includes discussion of how results of study were shared with an appropriate audience without a discussion of feedback	Includes discussion of how results of study were shared with an appropriate audience with a discussion of feedback	Includes discussion of how results of study were shared with an appropriate audience with a discussion of specific feedback from audience; includes additional ways that results could be shared including to peers and conferences

BIBLIOGRAPHY:

Airasian, P.W. & Russell, M.K. (2008). *Classroom assessment concepts and applications*. (6th Ed.). New York: McGraw-Hill

Ehren, B., Ehren, T., & Proly, J. (2009). *Response to intervention: An action guide for school leaders*. Alexandria, VA: Educational Research Service.

Green, S. & Johnson, R. (2010). *Assessment is essential*. New York: McGraw-Hill.

Tuttle, H. (2009). *Formative assessment: Responding to your students*. New York: Eye on Education

Useful websites:

www.campbellsville.edu

www.education.ky.gov (Kentucky Department of Education)

www.rtinetwork.org (Response to Intervention Action Network)

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If

you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course.

Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice- President for Academic Affairs will be notified of either consequence.

Campbellsville University's Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@students.campbellsville.edu for all email communication for this class.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

Late Policy

If you turn in late assignments, ten percent will be deducted per day. Late assignments will not be eligible for grade improvements based on revisions.

Technology Requirements

You must have a working microphone and camera in order to participate in class. You are expected to ask and answer questions to earn class participation point.

