INSTRUCTOR
Mr. John Kidd, PhD candidate
Office: FORS 203A
Office Hours: By appointment only during*
*Other times may be scheduled in advance
Email: kiddjb@sfasu.edu (preferred)
Phone: 936-468-2014 Fax: 936-468-2489

MEETINGS
Lectures: Online course with a 1 hour weekly synchronous meeting component, time TBD
Other meeting times may be required or scheduled with advance notice.

COURSE DESCRIPTION
Three credits. Web course. This course explores the body of knowledge and skills necessary to understand, develop, and present an effective curriculum-based interpretive program. Content including topics such as learning styles and preferences, multiple intelligences, cognitive stages of development, basic teaching and learning principles and methods, best practices, and educational curriculum standards will be discussed. The goal of this student-centered course is to help interpreters, environmental educators, and both formal and informal educators better understand and prepare curriculum-based programming for school-based audiences.

LEARNING OUTCOMES
Program Learning Outcomes FORS 5371:
1. The student will demonstrate proficiency in research design, relative to their field of study.
2. The student will demonstrate proficiency in the process of reviewing scientific literature pertinent to their field of study.
3. The student will demonstrate proficiency in basic statistical analysis; relative to their field of study.
4. The student will demonstrate preparation to pursue a professional career and/or Ph.D. degree in subject
5. The student will demonstrate competency in oral and written communication skills.
6. The student will demonstrate competency in comprehensive interpretive planning and design of interpretive products.

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<tbody>
<tr>
<td>FORS 5371</td>
<td>B</td>
<td>B</td>
<td>N/A</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>N/A – Not Applicable</td>
<td>B-Basic</td>
<td>I-Intermediate</td>
<td>A-Advanced</td>
<td>M-Mastery</td>
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</table>

v. 20240121; this document subject to change
Definition of Rating Categories:
1. N/A – Not Applicable – course does not support the Program Learning Outcome
2. B – Basic – course supports Program Learning Outcome by providing students with fundamental information, definitions, concepts, and lab activities relative to the expected outcomes.
3. M – Mastery – course supports Program Learning Outcome by providing students with opportunities to independently apply tactical and strategic planning skills to successfully accomplish real-world, non-academic management objectives. Completes students’ preparedness for entry-level professional activity accomplishment.

Student Learning Outcomes: Upon completion of the course, students should:
1. Identify and discuss several basic principles of modern educational philosophy, including learning styles, intelligences, and methodologies.
2. Demonstrate the knowledge and skills required to produce a lesson plan using educational goals and objectives.
3. Identify state and national education standards and link them to interpretive programing through the process of curriculum alignment.

TEXTBOOK
No stand-alone textbook required.

Required readings will be provided to you electronically through email or D2L/Brightspace. Each student is expected to read and be responsible for all assigned readings from the course before topics are covered in class.

COURSE CALENDAR
Topics List: The following is a list of planned topics to cover in lecture. Assigned readings for each topic will be included on a separate lecture schedule document. Copies of all readings from outside sources will be available on the course website (D2L). The schedule and order of topics is subject to change, but I will do my best to stick to the outline below.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Topic</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Jan 22</td>
<td>Pre- and post-visit activities</td>
<td>Mar 18</td>
</tr>
<tr>
<td>Orienting toward curricula</td>
<td>Jan 29</td>
<td>Curriculum alignment</td>
<td>Mar 25</td>
</tr>
<tr>
<td>Learning theory</td>
<td>Feb 05</td>
<td>Special topics: TBD</td>
<td>Apr 01</td>
</tr>
<tr>
<td>Learning theory (part 2)</td>
<td>Feb 12</td>
<td>Special topics: TBD</td>
<td>Apr 08</td>
</tr>
<tr>
<td>Educational standards</td>
<td>Feb 19</td>
<td>Peer review of developed material</td>
<td>Apr 15</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>Feb 26</td>
<td>Special topics: TBD</td>
<td>Apr 22</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>Mar 04</td>
<td>Final project submission</td>
<td>Apr 29</td>
</tr>
<tr>
<td>Spring Break, (no class)</td>
<td>Mar 11</td>
<td>TBD</td>
<td>May 06</td>
</tr>
</tbody>
</table>

GRADING & ASSIGNMENTS
Grades
This course is based on a combination of class participation, written assignments, and projects according to the following formula:
<table>
<thead>
<tr>
<th>Type</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation &amp; Discussions</strong></td>
<td>Weekly reading and discussion</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Peer review of individual project</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Discussion module leading (6371 only)</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td>300</td>
</tr>
<tr>
<td><strong>Class-based Service Learning Proj</strong></td>
<td>Lesson topics selected, analyzed (2 @ 10 ea)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Standards of learning</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Student learning objectives</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Documented lesson plan(s) (2 @ 100 ea)</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Group peer evaluations</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td>350</td>
</tr>
<tr>
<td><strong>Curriculum-based Interp Program</strong></td>
<td>Standards of learning</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Student learning objectives</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Curriculum alignment</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Curriculum review</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Fully documented lesson plan</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td>350</td>
</tr>
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| Total                      |                                           | 1000   |

Course grades will be based on the percentage of total available points accrued during the semester, according to the following formula: 90-100%=A, 80-90%=B, 70-80%=C, 60-70%=D, 0-60%=F.

*Grade Appeal:* You will be allowed one week (7 calendar days) from the return of lab reports, assignments, tests, and quizzes to appeal your grade; after one week (7 calendar days), grades are final.

**Assignments**

*Written Assignments:* For formal written documents if/where required, please use APA style formatting. Generally for other submissions, text should be in 12 point font size and in Times New Roman, Calibri, or Arial font. Include your name, date of submission, and a subject line in a header for assignments, as if in a memorandum. For file submission, please use the following file name convention: LastName_FirstInitial_Course#_AssignmentName. For example: “Student_A_5371_learning_standards”. Typically the only file formats I accept for assignment submission are .doc, .docx, .pdf, .jpg, .xlsx.

*Class Participation & Assignments:* Students will complete assignments as a part of class activities and actively participate in class as required by the instructor or other guest speakers. This includes timely submitting discussion responses and participating in class / online discussion generated by the instructor(s) and other students. For assignments submitted after established deadlines, the instructor reserves the right to deduct 10% per calendar day from the total grade.
Class-based Service Learning Project: This course utilizes a service learning project in which small groups will complete components and represents about half of coursework outputs. Additional details will be provided separately.

Individual Project: This project represents about half of coursework outputs to be completed in several parts resulting in a final submission appropriate for and analogous to the submission for passing NPS Module 270. Additional details will be provided separately.

OTHER COURSE POLICIES

Social Justice Statement

This course and its instructors expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. This class will be a safe haven for the respectful thoughts and ideals of all students. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Be Prepared

Arrive on time for lecture or lab if this is a lab course. If the door is locked when you arrive, do not knock – you’ve missed class and need to get the notes from a classmate later. Students are responsible for reading the assigned reading(s) before coming to class. Reading ahead will increase your understanding of the material, improve discussions, and improve your grade in the course! Always be prepared to go into the forest for labs by bringing the appropriate materials and being dressed for safety in the field. If you arrive without appropriate dress for lab, you will not go to lab.

Consequences of Academic Dishonesty (Cheating, Plagiarism, etc.; see Policy 10.4.1)

The academic integrity process established by the University will be followed. The instructor reserves the right within policy to adjust penalties on case-by-case bases and, as needed, in coordination with the department and university. Generally, the following consequences will be applied, or recommended for application, to students who are determined to have violated this policy in this course:

1st time – For violations of academic integrity (intentionally cheat, plagiarize, etc.) on any gradable exam or assignment, the student(s) will be given, at minimum, a 30% reduction in final grade or a failing grade (“F”) for the course.

2nd time - A second violation in this course will result in the student(s) receiving an “F” as a final course grade and recommendation for further sanctions at the University level.

If a submitted assignment is suspected of violating the academic integrity policy, students may be required to furnish as evidence additional data (such as records or files) related to the assignment from personal and/or public devices or networks used for that assignment.

Professionalism

Arthur Temple College of Forestry & Agriculture students are expected to look and act like professionals. That includes dressing appropriately for class & lab. Students may not wear hats in any Forestry or Agriculture building.
Ethics and Professionalism: All students in this class and in the Arthur Temple College of Forestry and Agriculture are expected to conduct themselves in an ethical and professional manner. The Society of American Foresters has a published code of ethics for foresters and others in the forestry profession. Likewise, for wildlife biologists and managers, The Wildlife Society has established a Code of Ethics to which these professionals are expected to adhere. I encourage you to read and abide by these guidelines, available at:
https://www.eforester.org/Main/About/Code_of_Ethics_and_Bylaws/CodeofEthics.aspx (for SAF),
https://www.isa-arbor.com/certification/resources/cert_Ethics_CACodeofEthics.pdf (for ISA), and
https://www.interpnet.com/nai/docs/AdminDocs/Policy-Code-of-Ethics.pdf (for NAI), and
https://www.naep.org/code-of-ethics#:~:text=The%20objectives%20of%20Environmental%20Professionals,constitute%20the%20foundation%20of%20ethics. (for NAEP).

Classroom Interaction
Please ask questions. This is an interactive class and discussion is important. I generally welcome questions and will make every effort to get you the information that you seek. You may be helping the entire class when you ask your question- someone else probably has that question. If lectures or labs are rushed for time, you may be asked to wait until the end of class to ask your question. On days guest speakers are visiting, this is an opportunity for you to learn more from their perspective; they will have preferences for discussion / questions (e.g., wait until the end or ask as needed). Classroom behavior: See Policy 10.4 below. Please respect the instructors, guest speakers, and your peers by not talking audibly while they are speaking to the class or to you.

Responsible Use of Technology
Use technology responsibly and respectfully during lecture and lab. Generally, this means your phone should not be in your hand at all during class. Students are expected to only use cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or as appropriate in class. Viewing course-related readings and slides or taking notes on laptops or tablets are appropriate uses during class time. Answering a cell phone, texting, listening to music or using a laptop computer for any other matters unrelated to this course during class times may be grounds for dismissal from class or other penalties.

Use of artificial intelligence, large language models, or similar technologies when working on course assignments is not allowed unless explicit permission is provided by the course instructor. These can be useful tools when utilized wisely and carefully and with appropriate attribution. Abuse of such technology is likely to run against ethics and policy associated with this course, thus resulting in violations of academic integrity.

UNIVERSITY POLICIES [Course instructor’s note: these are copied from University policy and syllabus guidelines]
Student Conduct and Academic Integrity (Policy 4.1)
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Course and Withheld Grades (Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a W, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/policies/5.5.pdf.

Academic Accommodation for Students with Disabilities (Policy 6.1)

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

[Course instructor’s note: Students with documented disabilities who require course adaptations or accommodations should make an appointment to speak with the professor to discuss accommodations for this course.]
Class Attendance (Policy 6.7; a summary of policy)
Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Read the complete policy at [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf).

The Code of Student Conduct and Academic Integrity (Policy 10.4; a summary of policy)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Read the complete policy at [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf).

Smoking, Vaping, and Use of Tobacco Products (Policy 13.21; a summary of policy)

Firearms, Explosives, and Ammunition Policy (Policy 13.9; a summary of policy)
University Policy 13.9 deals with firearms and the concealed carry policy. Students that concealed carry (licensed or otherwise) that choose to carry firearms on campus are required to follow all Texas laws and University policies, and it is their responsibility to understand and comply accordingly. See: [http://www.sfasu.edu/policies/13.9-firearms-explosives-and-ammunition.pdf](http://www.sfasu.edu/policies/13.9-firearms-explosives-and-ammunition.pdf).

Mental Health and Wellness
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741