2024 Mary Baldwin University
Chesapeake Classrooms Course ED626

Course Description: In this course, Mary Baldwin University (MBU) partners with the Chesapeake Bay Foundation (CBF) to provide graduate credit for the professional learning program, Chesapeake Classrooms (CC). Students in ED626 may choose from any of the Chesapeake Classrooms courses offered in the summer and then complete the MBU requirements for credit during the following fall semester. The Chesapeake Classrooms experience equips educators with the knowledge and skills to include the local environment in the K-12 curriculum. Course participants explore the watershed through field-based studies, practice using issues investigation methodology, and collaborate on how to best use these lessons and experiences to support existing standards and curricula. (3 credit hours). Chesapeake Classrooms uses the Environmental Literacy Model (ELM) to support teachers in the development and curricular integration of Meaningful Watershed Educational Experiences.

Instructors: CBF Education Staff and
Dr. Tamra Willis, Adjunct Professor
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Texts vary by CC Class, but often include:

Please review the MBU Honor Code.
Grading Scale: 96-100A, 94-95A-, 92-93B+, 88-91B, 87-88B-, 85-86C+, 82-84C, 80-81C-

Course Requirements:

1. Attend the summer 2024 Chesapeake Classrooms Program with CBF. Participate fully in the activities and discussions.

2. Complete registration process for ED626 by 10 August. Receive MBU username and password for use on Canvas. Pay tuition by 5 September in order to get into course.

3. Submit the course project, Design a Meaningful Watershed Educational Experience (MWEE) For Your Students to CBF by the course’s due date and to MBU via canvas by Oct 1.

   ELM Curriculum Integration “Planning Tool”: This document enables teachers to demonstrate how they might translate the knowledge and skills developed through Chesapeake Classrooms into meaningful learning experiences for their students. The ELM Curriculum Planning Tool consists of three parts: Curriculum Anchor, Issues Investigation, and Stewardship/Civic Action.
Additional details for MBU graduate requirements when using the ELM Planning Tool:

- For the MBU assignment, all sections of the planning tool must be completed in detail. Provide detail such that another person could pick up and implement your entire plan without first discussing it with you.
- In the “notes” section on the right side of the document, add your thinking about why you included these ideas, for example: what you hope students will gain from each activity, how certain aspects of your plan relate to MWEE requirements, how the driving question answers ‘so what’ related to the real world, etc.

4. Develop a Synthesis of the experience/project by 1 November. Choose ONE (or a combination) of the following:

   Write a 4-5 page reflective essay (double-spaced) on the Chesapeake Classrooms experience.
   (Please note: you may include aspects of your journal in the reflection, but the essay should be graduate-quality writing in essay format. 12 pt font, double spaced).

   Questions to consider for the essay:
   ✓ What was the experience like for you as a teacher?
   ✓ What kinds of things did you learn about the Bay and the problems facing the Bay?
   ✓ How do you plan to implement what you learned from the experience in your classroom and how will this help students understand/learn to address the Bay’s problems?
   ✓ Are there challenges specific to your situation such as administrative support, co-worker help, efforts to implement investigations, field trips, projects, etc.?
   ✓ How do you think students will react to the investigations?
   ✓ What efforts will you make to continue the projects in the future?
   ✓ If you have already started implementation with your own students, please include some reflections of the process related to your classroom.

   Develop a portfolio (electronic or notebook) of the Chesapeake Classrooms experience (e.g. PowerPoint, Video Journal, Prezzi, Regular Notebook, Other). Your submission should include items from your own experience taking the CC class AND details of implementing ELM with your students. The portfolio must include clear and detailed descriptions (print or verbal) that express your reflections of the entire experience, including some of your fall semester implementation with students. Please note: This is much more than a photo album!

   Include ALL of the following aspects in the Portfolio:
   1) Issues that are facing the Bay;
   2) Written reflections and photos of your experiences in the class;
   3) Written reflections of the successes and challenges of implementing your plan;
   4) Details of your implementation with students to date, including a basic timeline and evidence of student involvement such as photographs, site plans, publicity about student projects, examples of student work, grant applications, etc.
**General Guidance and Expectations for Written Work:**

Expectation is that all work submitted is your creation.

- If it is wording retrieved from other sources then it must be acknowledged using APA citations and shared in references.
- If directly quoted then you must indicate so with quotation marks, using APA citations and shared in a reference section.
- If summarized or paraphrased then you must indicate so using APA citations and share them in a reference section.
- You are encouraged to use word processing tools such as the editor (spelling & grammar) and thesaurus.

**AI or ChatGPT:**

- Using content developed by some form of artificial intelligence and submitting it as your work is a form of cheating and is not acceptable for this course.

Wording gathered from these sources then edited, paraphrased, or summarized is not acceptable as your own work. It would need to still be cited from the original source.

**MBU Honor Code and System:**

All students are expected to follow the Mary Baldwin University Honor System.

Mary Baldwin students pledge to uphold the Honor Code. They pledge to refrain from cheating on assignments, papers and tests, to refrain from plagiarism, and always to be honest in their dealings with faculty, staff and other students. To maintain the integrity of the system, students, faculty and staff who witness Honor Code infractions are expected to report them.

https://go.marybaldwin.edu/student/sga/honorcode/

Should I become aware of an Honor Code offense in this classroom, I will encourage the student(s) to self-report by e-mailing the Honor Council chairwoman or by filing an incident report. If the student(s) does not self-report within 24 hours, I will submit the report myself.


*If the Honor Code offense is related to a course assignment, the assignment will not receive an official grade until the Honor Council investigation (and, if necessary, hearing) is complete. I will not assess a grade penalty for an Honor Code infraction unless a student is found responsible by (or admits responsibility to) the Honor Council.*

**Accessibility Information:**

Accessibility Services: Any student with documented accessibility needs who feels they may need academic accommodations while taking this course, should first contact Stephanie Hutchinson, Academic Resource Center Director (sdhutchinson@marybaldwin.edu, 540-887-7250) or Accessibility@marybaldwin.edu.

**The Academic Resource Center:**

The ARC provides writing, math, and subject-area tutoring services. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. To request an appointment, students are encouraged to fill out a request form. For more information, contact Ms. Stephanie Hutchinson, Director of the Academic Resource Center, sdhutchinson@marybaldwin.edu or ARC@marybaldwin.edu