FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT NAME: TEACHING AND LEARNING	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: SCE 6196	CURRENT COURSE TITLE: DESIGN, IMPLEMENTATION AND EVALUATION OF ENVIRONMENTAL EDUCATION PROGRAMS

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

    CHANGE CREDITS FROM   TO:

    CHANGE GRADING FROM   TO:

X   CHANGE PREREQUISITES TO:
SCE 6644 AND PERMISSION OF INSTRUCTOR REQUIRED.

    CHANGE MINIMUM GRADE TO:

    CHANGE COREQUISITES TO:

X   CHANGE OTHER REGISTRATION CONTROLS TO:
GRADUATE PROGRAM EE MAJORS ONLY

    OTHER

SHOW "X" IN FRONT OF OPTION

    CHANGE PREFIX FROM   TO:

    CHANGE COURSE NO. FROM   TO:

X   CHANGE TITLE TO:
CAPSTONE STUDY IN ENVIRONMENTAL EDUCATION

X   CHANGE DESCRIPTION TO: COURSE CONTENT IS INDIVIDUALIZED ACCORDING TO GOALS AND INTERESTS. REQUIREMENTS: READINGS, DIRECTED INDEPENDENT STUDY/INTERNSHIP, POSTER/MEDIA PRESENTATION, AND RESEARCH PAPER LINKING CONTENT IN ALL COURSES TO GOALS AFTER GRADUATION. COMPLETED DURING LAST SEMESTER OF THE MASTER'S DEGREE IN ENVIRONMENTAL EDUCATION.

CHANGES TO BE EFFECTIVE (TERM): SPRING 2011	Attach syllabus for ANY changes to current course information.
Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES X NO	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each.- Nineteen departments in nine FAU Colleges, offering required or elective courses in the Master's in Environmental Education have been contacted including: 1. SCI: BIO, CHEM, GEO, MAT and PHY 2. NUR: NUR 3. HON: ENV 4. D&SI: PAD and U&RP 5. ED: CCEI, CSD, CED, EL&RM, ES&HP and ESE 6. E&CS: EEGN 7. BUS: ECO 8. BIOMED: BIOMED 9. A&L: COM, ENG, PHI, POS and WS

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:
Carol Meltzer, Meltzer@fau.edu, 561-385-5736 (personal cell/voice-mail)

SIGNATURES

Approved by:

Department Chair: *Barbara Ridener*   Date: 10/25/10

College Curriculum Chair: *Linda Webb*   10/25/10

College Dean: _____

UGPC Chair: _____

Dean of the Graduate College: _____

SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines.

Go to: *http://graduate.fau.edu/gpc/*
to access Guidelines and to download this form.

Written Consent—required from all departments affected.

Email this form and syllabus to *diamond@fau.edu* and *eqirjo@fau.edu* one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAUchangeGrad—Revised May 2010

SCE 6196 Capstone Study in Environmental Education

Catalog Description:
Course content is individualized according to goals and interests. Requirements: readings, directed independent study/internship, poster/media presentation, and research paper linking content in all courses to goals after graduation. Course completed during the last semester of the Master's Program.

Prerequisites:
SCE 6644 and Permission of Instructor Required.

Course Connection to Conceptual Framework:
As reflective decision-makers, students make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals by documenting and presenting knowledge, skills and dispositions that demonstrate abilities to effectively design, implement, assess and evaluate environmental education programs for the public k-adult and/or private sectors.

Required Texts:
Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education* (3rd ed.). pp. 1-56, 65-196, 235-300, 313-442. Champ, IL: Stipes.
Wiggins, G. & McTighe, J. (2005). Understanding by design. *Association for Supervision Curriculum Development (ASCD).*

Required Evaluation Models (select <u>one</u>):
Boulmetis, J., & Dutwin, P. (2005). *The ABC's of evaluation: Timeless techniques for program and project managers (research methods for the social sciences).* San Francisco, CA: Jossey-Bass.
Ernst, J., Monroe, M. & Simmons, B. (2006). Evaluating your environmental education programs. *North American Association for Environmental Education* (NAAEE).
Marcinkowski, T. (2004). Using a logic model to review and analyze an environmental education program. *North American Association for Environmental Education* (NAAEE).
Stufflebeam, D. (Number 89, Spring 2001). *Evaluation models.* San Francisco, CA: Jossey-Bass.

Required Websites:
Association for Advancement of Sustainability in Higher Education (AASHE) http://www.aashe.org
Department of Environmental Protection (DEP) http://www.dep.state.fl.us/southeast
Environmental Education Training and Partnerships (EETAP) http://www.eetap.org
FAU Graduate Student Association. http://www.fau.edu/sga/gsa.php
League of Environmental Educators in Florida (LEEF) http://www.leef.florida.org
Mission Green, Florida Atlantic University Campus Sustainability http://wwwfau.edu/facilities/sustain
North American Association for Environmental Education (NAAEE) http://www.naaee.org
Purdue Online Writing Lab. http://owl.english.purdue.edu/owl/resource/560/01
Sierra Club http://www.sierraclub.org/

Guidelines Used in Developing Course Objectives: NAAEE/NCATE
North American Association for Environmental Education Standards (NAAEE)
National Council for Accreditation of Teacher Education (NCATE)

Course Objectives: http://www.naaee.org
1. Students will use results of their investigations to plan, carry out, and evaluate action projects designed to address selected environmental issues (2.6).
2. Students will impact learning by selecting and implementing instructional strategies and technologies that meet diverse needs and lead to development of environmental literacy (5.2).
3. Students will develop technology-rich instructional plans that address diverse needs (5.3).
4. Students will impact diverse learning by using assessment data, collected and analyzed with the aid of technology, to inform environmental education instruction (6.2).
5. Students will impact diverse learning by communicating assessment results and achievement to appropriate individuals (6.3).
6. Students will provide accurate, balanced, effective environmental education instruction (7.3).

Written Guidelines (graded acceptable/not acceptable):
- Involvement and participation in all research projects completed by students in the Capstone.
- Written component of your final investigative research project must total no more than 25 and no less than 15 double spaced pages (excluding title page, abstract, reference list and appendices). Two points will be deducted from final grade on project for each page over 25.
- Document results of your investigation by describing methods as studied in STA 6113 Educational Statistics, EDG 6285 Program Evaluation, and EDF 6481 Educational Research.
- Use a #12 Times Roman or equivalent font throughout your written paper.
- Margins must be no more than 1.25" and no less than 1" on all four sides.
- Format all internal citations and reference listings (end of paper) according to the APA.
- Accepted rules of English grammar, punctuation, and spelling must be followed.
- Projects must be clipped or stapled. Please do not submit projects in covers or binders.

Recommended Readings:
Elder, J. (2003). A field guide to environmental literacy. *North American Association for Environmental Education (NAAEE).*

Jacobson, S., McDuff, M. & Monroe, M. (2006). *Conservation education and outreach techniques.* Oxford, NY: Oxford University Press.

Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder.* Chapel Hill, NC: Algonquin Books.

Madfes, T. (Ed.). (2004). What's FAIR got to do with it? Diversity cases from environmental educators. *Environmental Education and Training Partnership (EETAP), North American Association for Environmental Education (NAAEE).*

Simmons, B. (Ed.). (2005). Preparing effective environmental educators. *North American Association for Environmental Education (NAAEE).*

Smith, G. & Sobel, D. (2010 or 2004). Place-based and community-based education in schools (sociocultural, political, historical studies in education). Great Barrington, MA: *Orion Society.*

Tomlinson, C. & McTighe, J. (2006). Integrating differentiated instruction. Understanding by design. *Association for Supervision Curriculum Development (ASCD).*

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance.* San Francisco, CA: Jossey-Bass.

Course Requirements: D=Directed Independent Study and I=Internship

Using a logic model, analyze your program and evaluation.	Points	% of Course Grade
Written Paper:		
• Title Page: Letter prefix/number/title of course, your name, name of D/I facilitator, name of course instructor, and title of your project.	0	0%
• Abstract: Clearly state your question for investigation and provide a brief overview of your research plan, including method of documentation (collection); i.e., survey, data, analysis of student achievement, needs assessment, etc.	Up to 3	3%
• Review of Literature (a minimum of 24 sources must be included in the body of your paper. All readings must be linked to your topic. What *others* have created and accomplished.		
o 12 selected in consultation with your D/I facilitator (~1/2p ea)	Up to 12	12%
o 11 EE readings (3 assigned in Capstone, 8 previously, ~1/3p ea)	Up to 11	11%
o 1 book review/comparison (2-4pp)	Up to 5	5%
• Work with Approved FAU Faculty/DEP Staff (≥ 25 hours). Results of your work will be what *you* have created and accomplished (10-15pp):		
o Create a new environmental education program.	Up to 10	10%
o Select the evaluation model (p.1) that best suits your project.		
o Use this model to evaluate your program and delivery, including	0	0%
your method(s) of assessing effectiveness for classroom (formal) or community (non-formal) education.	Up to 5	5%
o Compare your results with those of at least 2 other programs focused on the same objectives.	Up to 5	5%
• Results: Include visual (graphs, etc.) and narrative representation of your methods of documentation (collection), as stated in your abstract, as well as results (analysis) of your investigation (evaluation).	Up to 10	10%
• Interview the Executive Director or Administrator of an EE Center: Prepare a minimum of 6-8 specific questions and summarize responses.	Up to 12	12%
• Professional Organizations: Select 3 listed (p. 1). How do the missions of these organizations support your environmental education goals?	Up to 6	6%
• Your Contribution after Graduation: Consider what you have learned in all of your classes, from your review of literature; research, collection, analysis, and evaluation of documentation. State the contributions you intend to make, after graduation, based on the results of your project.	Up to 10	10%
• Reference List: APA format.	0	0%
Participation in Graduate Student Research Day: Poster presentation.	Up to 5	5%
Interactive Presentation:		
• Open with a 5-minute overview (purpose of research, significant points from interview, documentation style, results of investigation).	Up to 2	2%
• Move on to an activity, directly related to your investigation and poster, in which all class members can participate.	Up to 2	2%
• Close by relating the class activity to your project and summarizing significant investigation results.	Up to 2	2%
TOTAL	100	100%

Grading Scale: Scores are cumulative. Grade scale represents percentage of total points earned.

A	96-100	A-	91-95	B+	87-90	B	83-86
B-	80-82	C+	77-79	C	73-76	C-	70-72
D+	67-69	D	64-66	D-	60-63	F	Below 60

Attendance Policy:
According to University policy, "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance" (p. 53) Reasonable accommodations are made for religious observances.

Students with Disabilities:
In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca in the Student Support Building, (SU 80) in Room 133 (561-297-3880), in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, JU 312 (772-873-3441) - and follow all OSD procedures.

Honor Code:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see
http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Course Outline: Everyone becomes involved and contributes to everyone else's research.

Weeks	Topics for Discussion	Assignments Due
1	**Reunion**, expectations, proposals, timelines, how course will move you toward your environmental education goals.	Full D/I proposal and timeline. FAU Faculty/DEP Staff. Employment plan.
2	Comparing Four Environmental Problem Solving Models and at least one article or website on your topic. How do these and articles reviewed in *Essential Readings in EE* specifically link to your research project?	*Essential* . . . critique pp. 161-172, review pp. 1-56, critique article or website related to your topic. Meet with D/I (FAU Faculty or DEP Staff).
3	Outcome Research in Environmental Education and at least one article or website on your topic. How do these and articles reviewed in *Essential Readings in EE* specifically link to your research project?	*Essential* . . . critique pp. 235-252, review pp. 65-104, critique article or website related to your topic. Meet with D/I (FAU Faculty or DEP Staff).
4	Educational Interventions that Improve Environmental Behaviors and at least one article or website on your topic. How do these and articles reviewed in *Essential Readings in EE* specifically link to your research project?	*Essential* . . . critique pp. 253-264, review pp. 105-160, critique article or website related to your topic. Meet with D/I (FAU Faculty or DEP Staff).

5	**Progress Report:** D/I, readings, draft of paper and poster. Share progress, and critique each other's work.	1st draft of research paper and poster. Prepare to discuss D/I research.
6	The Pros and Cons of Research in Environmental Education and at least one article or website on your topic. How do these and articles reviewed in *Essential Readings in EE* specifically link to your research project?	*Essential . . .* critique pp. 329-348, review pp.173-196, 295-300, 313-328, critique related article or site. Meet with D/I (FAU Faculty or DEP Staff).
7	Diffusing Environmental Education and at least one article or website on your topic. How do these and articles reviewed in *Essential Readings in EE* specifically link to your project?	*Essential . . .* critique pp. 387-398, review pp. 349-386, critique related article/site. Meet D/I Faculty/Staff.
8	At least two articles or websites on your topic. How do these and articles reviewed in *Essential Readings in EE* specifically link to your research project?	*Essential . . .* review pp. 399-442, critique 2 related articles or websites. Meet with D/I Faculty/Staff.
9	**Progress Report:** D/I, readings, draft of research paper and final poster. Share progress, and critique each other's work.	2nd draft of research paper and poster. Questions? Problems?
10	At least two articles or websites on your topic. How do these articles or websites specifically link to your research project? Which evaluation model are you using? How? Why?	Critique 2 related articles or websites. Review your evaluation model (p.1). Meet with D/I Faculty/Staff.
11	At least three articles or websites on your topic. How do these articles or websites specifically link to your research project? How are you using *Understanding by Design* in your environmental education program?	Critique 3 related articles or sites. Review *UbD*. Confirm that you have applied this framework to your project. Meet with D/I Faculty/Staff.
12	**Progress Report:** D/I, readings, final draft of research paper. Share progress, critique each other's work. SPOT.	Final draft of research paper, including completed review of literature.
13	Last minute questions, problems, requests for assistance. Submit signed log for $\geq$ 25 hours with D/I Faculty/Staff.	Meet with D/I Faculty/Staff. Get signature for $\geq$ 25 hours together.
14	Your favorite book on EE: Why is it your favorite? What contribution does it make? How does it compare to other books you have read on environmental education?	Book review: critique, analyze, compare and/or contrast to at least one other book on EE. Finish final paper.
15	**Final project presentations:** Link all course content completed in the EE Program to your goals after graduation.	Interactive presentations and congratulations on a job well done.

SCE 6196 Capstone Study in Environmental Education (Course Change Approval)

Bibliography:

I. Books

Armstrong, S. & Botzler, R. (Eds.). (2003). *Environmental ethics: Divergence and convergence 3rd ed.)*. Boston: McGraw-Hill.

Beegel, S., Shillinglaw, W., & Tiffney, W., Jr. (Eds.). (1997). *Steinbeck and the environment: Interdisciplinary approaches.* Tuscaloosa: University of Alabama Press

Berry, T. (1988). *The dream of the earth.* San Francisco, CA: Sierra Club Books.

Blatt, H. (2005). (NetLibrary 2005). *America's environment report card: Are we making the grade?* Cambridge, Mass: MIT Press.

Bonnes, M., Lee, T., & Bonaiuto, M. (Eds.). (2003). *Psychological theories for environmental issues.* Burlington, VT: Ashgate.

Boulmetis, J., & Dutwin, P. (2005). *The ABC's of evaluation: Timeless techniques for program and project managers (Research methods for the social studies).* San Francisco, CA: Jossey-Bass.

Boylan, M. (2001). *Environmental ethics.* Upper Saddle River, N.J.: Prentice Hall.

Brinkley, D. (2009). *The wilderness warrior: Theodore Roosevelt and the crusade for America,* New York, NY: Harper Collins.

Burnaford, G., Fischer, J., & Hobson, D. (Eds.). (2001). *Teachers doing research: The power of action through inquiry (2nd ed.).* Mahway, NJ: Lawrence Erlbaum Associates, Publish.

Carson, R. (1962). *Silent spring.* New York, NY: Houghton Mifflin.

Clayton, S. & Opotow, S. (2003). *Identity and the natural environment.* Boston, Mass.: MIT.

Collett, J., & Karakashian, S. (Eds.). (1996). *Greening the college curriculum: A guide to environmental teaching in the liberal arts: A project of the Rainforest Alliance.* Washington, D.C.: Island Press.

Craven, G. *What's the worst that could happen? A rational response to the climate change debate.* New York, NY: Penguin Group (USA) Inc.

Ebenezer, J. & Lau, E. (2003). (NetLibrary 2003). *Science on the internet: A resource for K-12 teachers (2nd ed.).* Upper Saddle River, NJ: Merrill.

Faris, A. (2009). *Forecast: The consequences of climate change from the Amazon to the Arctic, from Dafur to Napa Valley.* New York, NY: Henry Hold and Company, LLC.

Flannery, T. (2005). *The weather makers: How man is changing the climate and what it means for life on earth.* New York, NY: Grove Press.

Friedman, T. (2008). *Hot, flat and crowded.* New York, NY: Farrar, Straus, and Giroux.

Goleman, D. (2009). *Ecological intelligence.* New York, NY: Crown Publishing.

Gore, A. (2009). *Our choice: A plan to solve the climate crisis.* New York, NY: Viking.

Gore, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it.* New York, NY: Viking.

Grunwald, M. (2006). *The swamp.* New York, NY: Simon & Schuster.

Hawkins, D. (1974). (NetLibrary 2003). *The informed vision: Essays on learning and human nature.* New York: Agathon Press.

Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education* (3rd ed.). Champagne, IL: Stipes.

Hungerford, H., Litherland, R., Peyton, R., Ramsey, J., & Volk, T. (Eds.). (1992). *Investigating and evaluating environmental issues and actions: Skill development modules.* Champaign, IL: Stipes.

Iozzi, L., & Marcinkowski, T. (1990). Assessment of learning outcomes in environmental education. In M. Maldeague (Ed.). *Methods and techniques for evaluation in environmental education.* UNESCO, Paris.

Jacobson, S., McDuff, M., & Monroe, M. (2006). *Conservation education and outreach techniques.* Oxford, NY: Oxford University Press.

Jamieson, D. (Ed.). (2003). *A companion to environmental philosophy.* Oxford: Blackwell.

Kahn, P., Jr. & Kellert, S. (Eds.). (2002). *Children and nature: Psychological, sociocultural, and evolutionary investigations.* Cambridge, MA: MIT Press.

Johnson, C. (1991). *The naturalist's path: Beginning the study of nature.* NY: Walker and Company.

Krajcik, J., Czerniak, C., & Berger, C. (2003). *Teaching science in elementary and middle school classrooms: A project-based approach.* Boston: McGraw-Hill.

Krup, F. & Horn, M. (2008). *Earth: The sequel.* New York, NY: Environmental Defense Fund.

Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder.* Chapel Hill, NC: Algonquin Books.

Lovelock, G. (2006). *The revenge of Gaia: Earth's climate crisis and the fate of humanity.* New York, NY: Basic Books

Marsh, G. (2003). *Man and nature.* Seattle: University of Washington Press.

McGraw-Hill dictionary of environmental science. (2003). New York: McGraw-Hill.

McKenzie-Mohr, D. (1999). *Fostering sustainable behavior: An introduction to community-based social marketing.* Gabriola Island, B.C., Canada: New Society Publishers.

Miller, K. & Levine, J. (2006). *Biology.* Upper Saddle River, NJ: Pearson Prentice-Hall.

Minteer, B. & Taylor, B. (Eds.). (2002). *Democracy and the claims of nature: Critical perspectives for a new century.* Lanham, MD: Rowman & Littlefield Publishers.

Mooney, C. (2007). *Storm world: Hurricanes, politics,and the battle over global warming.* Orlando, FL: Harcourt Inc.

Myerson, G. & Rydin, Y. (2004). *The language of environment: A new rhetoric.* London: Routledge.

Nabhan, G. & Trimble, S. (1994). *Why children need wild places.* Boston, MA: Beacon Press.

O'Sullivan, E. (1999). *Transformative learning: Educational vision for the 21st Century.* Toronto, Canada: University of Toronto Press.

Palmer, J., Cooper, D., & Corcoran, P. (2001). *Fifty key thinkers on the environment.* London: Routledge.

Rogoff, B. (2003). The cultural nature of human development. NY: Oxford University Press.

Roth, C. (1992), Environmental literacy: its roots, evolution and direction in the 1990s, ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH, ERIC Document Reproduction Service No. ED348235.

Sanera, M. & Shaw, J. (1996). *Facts not fear: A parent's guide to teaching children about the environment.* Washington, D.C.: Regnery Publishing, Inc.

Speth, J. (2008). *The bridge at the end of the world.* New Haven, CN: Yale University Press.

Steffen, W., et al. (2004). *Global change and earth system: Planet under pressure.* NY: Springer.

Sterling, S. (2001). *Sustainable education.* Bristol, UK: J.W. Arrowsmith, Ltd.

Stiggins, R. (2001). Student-involved classroom assessment (*3rd ed.*). Upper Saddle River, NJ: Prentice Hall, Inc.

Stufflebeam, D. (Number 89, Spring 2001). *Evaluation models.* San Francisco, CA: Jossey-Bass.

Sutton, P. (2004). *Nature, environment and society.* New York: Palgrave Macmillan.

Van Matre, S. (2000). *Earth education: A new beginning.* W.VA: Institute for Earth Education.

Wapner, S., et al. (Eds.). (2000). *Theoretical perspectives in environment-behavior research: Underlying assumptions, research problems, and methodologies.* NY: Kluwer Plenum.

Weisman, A. (2007). *The world without us.* New York, NY: St. Martin's Press.

Wheeler, K. & Bijur, A. (Eds.). (2000). *Education for a sustainable future: A paradigm of hope for the 21st century.* NY: Kluwer Academic/Plenum Publishers.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance.* San Francisco, CA: Jossey-Bass.

Yager, R. & Falk, J. (2008). (Eds.). *Exemplary science in informal education settings: Standards based success stories.* Arlington, VA: NSTA Press.

Yearly, S. (2005). *Cultures of environmentalism: Empirical studies in environmental sociology.* New York: Palgrave, Macmillan.

II. Professional Associations, Agencies, Reports and Publications (cut and paste websites):

Abrams, K. & Ballas, J. (1997). *Teaching normally: Using the environment to improve teaching and learning.* Tallahassee, FL: Florida Department of Education.

Americans' low "energy IQ": A risk to our energy future. (2002). *National Environmental Education and Training Foundation (NEETF)* and Roper Starch Worldwide.

Ansberry, K. & Morgan, E. (2005). Picture-perfect science lessons: Using children's books to guide inquiry (grades 3-6). *National Science Teachers Association (NSTA).*

Archie, M., (1998). Environmental education in the United States: Past, present and future. *North American Association for Environmental Education (NAAEE).*

Archie, M. (2003). Advancing education through environmental literacy. *Association for Supervision and Cruuiculum Development (ASCD).*

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Bowers, C. (2005). Educating for a sustainable future: Mediating between the commons and economic globalization. http://www/cabowers.net.

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Brown, J. (2004). Making the most of understanding by design. *Association for Supervision Curriculum Development (ASCD).*

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Chawla, L. (1998). Significant life experiences revisited: A review of research on sources of environmental sensitivity. *Journal of Environmental Education,* 29(3), 11-21.

Coyle, K. (2005). Environmental literacy in America: What ten years of NEETF/Roper research and related studies say about environmental literacy in the U.S. *National Environmental Education and Training Foundation (NEETF).*

Cronin-Jones, L. (~1990). Florida's water resource activity pack: (Supplement to) Schoolyard wildlife activity guide. *Southwest Florida Water Management District.*

Cronin-Jones, L. (1992). The schoolyard wildlife activity guide. *Nongame Wildlife Program, Florida Game and Fresh Water Fish Commission.*

Cronin-Jones, L. (1st ed.). (1999). The Florida black bear: Curriculum guide. *Defenders of the Wildlife and Florida Fish and Wildlife Conservation Commission.*

Discover a watershed: The Everglades (1996). *South Florida Water Management District.*

Disinger, J. & Monore, M. (Eds.). (1994). EE toolbox: Defining environmental education. *National Consortium for Environmental Education and Training (NCEET).*

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Engleson, D. & Yockers, D. (Consults.). (1994). A guide to curriculum planning in environmental education. *Wisconsin Department of Public Instruction (Wisconsin DPI).*

Environment-based education: Creating high performance schools and students (2000). *National Environmental Education and Training Foundation (NEETF).*

Environmental education and educational achievement: Promising programs and resources. (2002). *National Environmental Education and Training Foundation (NEETF).*

Environmental education collection: A review of resources for educators, volume 1 (1997). *North American Association for Environmental Education (NAAEE).*

Environmental education collection: A review of resources for educators, volume 2 (1998). *North American Association for Environmental Education (NAAEE).*

Environmental education collection: A review of resources for educators, volume 3 (1998). *North American Association for Environmental Education (NAAEE).*

Environmental education: Resources at a glance (2002). *National Environmental Education and Training Foundation (NEETF).*

Environmental education toolbox: Getting started (1994). *National Consortium for Environmental Education and Training (NCEET)* and *National Environmental Education and Training Foundation (NEETF).*

Environmental readiness for the 21st century. (1999). *National Environmental Education and Training Foundation (NEETF)* and Roper Starch Worldwide.

Environmental studies in the K-12 classroom: A teacher's view. (2000). *North American Association for Environmental Education (NAAEE)* and *Environmental Literacy Council (ELC).*

Ernst, J., Monroe, M. & Simmons, B. (2006). Evaluating your environmental education programs. *North American Association for Environmental Education* (NAAEE).

Feinsinger, P. & Minno, M. (Eds.). (~1990). Handbook to schoolyard plants and animals of North Central Florida. *Bingham Environmental Education Foundation* and *Nongame Wildlife Program, Florida Game and Fresh Water Fish Commission.*

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III. Environmental Education Websites:

Association for Supervision and Curriculum Development (ASCD)
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Conservation Science Institute
    http://www.conservationinstitute.org/education/environmental_education_program.htm
EarthShare
    http://www.earthshare.org
Eco Library - Free Images
    http://www.ecolibrary.org/
Eco Literacy - Center for Eco Literacy
    http://www.ecoliteracy.org/
EnviroLink - Online Environmental Community
    http://www.envirolink.org
(U.S.) Environmental Protection Agency (EPA)
    http://www.epa.gov
Food, Ethics & the Environmental
    http://uc.princeton.edu/main/index.php?option=com_content&task=view&id=1345&itemid=20
Funding Campaign for Environmental Literacy
    http://www.FUNDEE.org
National Council for Science and the Environment
    http://www.ncseonline.org/
National Environmental Education Foundation (NEEF)
    http://www.classroomearth.org
    http://neefusa.org
National Oceanic & Atmospheric Administration (NOAA)
    http://www.education.noaa.gov
NOAA and THE Year of Science - 2009
    http://oceanservice.noaa.gov/education/yos/
National Science Teachers Association (NSTA)
    http://www.nsta.org
Children and Nature Network (C&NN)
    www.cnaturenet.org
North American Association for Environmental Education
    http://www.eelink.net
    http://www.naaee.org
Ocean Project
    http://www.theoceaqnproject.org/
One Million Acts of Green
    http://www.greennexxus.com/omaog/us/education.aspx#1
Place-Based Education
    http://www.promiseofplace.org/
    http://promiseofplace.org/what_is_pbe/biography
Property & Environmental Research Center
    http://www.perc.org/
Rainforest Action Network - Environmentalism with Teeth
    http://ran.org/

Sierra Club
  http://www.sierraclub.org/
State Education & Environmental Roundtable
  http://www.seer.org
Web-Based Inquiry Science Environment
  http://www.wise.berkeley.edu

IV. Climate Change Websites:
Carbon Cycle Game
  http://www.windows.ucar.edu/earth/climate/carbon_cycle.html
Climate Classroom - An Inconvenient Truth
  http://www.climateclassroom.org/
Earth Portal and Earth Encyclopedia on Climate Change
  http://www.earthportal.org/
EPA Climate Change and Global Warming: Interactive Website
  http://www.epa.gov/climatechange/kids/carbon_cycle_version2.html
  http://www.epa.gov/climatechange/kids/global_warming_version2.html
Famous Celebrities (Leonardo DiCaprio)
  http://www.stopglobalwarming.org/sgw_features.asp
Global Warming
  http://www.edf.org/page.cfm?tagID=65/
Interactive Diagram
  http://www.seed.slb.com/content.aspx?id=2314
Journey North - Global Study of Wildlife Migration and Seasonal Change
  http://www.learner.org/jnorth/
Nature Conservancy's Carbon Calculator
  http://www.nature.org/initiatives/climatechange/calculator/
Slide Show - What's Up with Global Warming
  http://online.nwf.org/site/PageNavigator/ClimateClassroom/cc_teachers_slideshow
  http://online.nwf.org/site/PageNavigator/ClimateClassroom/cc_naaee_guidelines
Worldview of Global Warming
  http://www.worldviewofglobalwarming.org

V. Environmental Education Lesson Plan Websites:
Environmental Protection Agency: Lesson Plans and Resources
  http://www.epa.gov/teachers/
Facing the Future - Lessons and Resources for Teaching about Global Issues
  Science and Society and New Math Curriculum!
  http://www.facingthefuture.org/default.aspx
Population Connection
  http://www.populationeducation.org/
Roots and Shoots (Jane Goodall Institute)
  http://www.rootsandshoots.org/

VI. Science, Technology, Society, and Environmental Education Website:
  http://webspace.oise.utoronto.ca/~benezela/STSEEd.html

VII. Environmental Journals Online:

Applied Environmental Education and Communication
   http://www.ecoresearch.net/bookmarks/applied-environmental-education-and-communication
Australian Journal of Environmental Education
   http://www.highbeam.com/Australian+Journal+of+Environmental+Education/publications.aspx\
Canadian Journal of Environmental Education
   http://cjee.lakeheadu.ca/
Discover Magazine
   http://www.discovermagazine.com
E Magazine
   http://www.emagazine.com
Green Teacher Magazine
   http://www.greenteacher.com
International Journal of Environmental and Science Education
   http://ijese.com
Journal of Environmental Education
   http://findarticles.com/p/articles/mi_hb167
Journals of the EPA
   http://www.epa.vic.gov.au/publications/library/journals.asp

VIII. Curriculum and Instruction Websites:

Bureau of K-12 Assessment (FCAT)
   http://www.fldoe.org
Florida Standards (Sunshine State Standards)
   http://www.floridastanards.org
Greene, J. (February, 2001). Manhattan Institute for Policy Research (MI)
   An Evaluation of the Florida A-Plus Accountability and School Choice Program
   http://www.manhattan-institute.org/html/cr_aplus.htm
National Center for Educational Statistics
   National Assessment of Educational Programs (NAEP). Nation's Report Card
   http://www.nces.ed.gov/nationsreportcard/about/
National Council on Teacher Quality. National Board for Professional Teaching Standards
   http://www.nctq.org/nctq/
Nation at Risk. (1983). *Twenty years after A Nation at Risk*. (2003)
   http://www.ed.gov/pubs/NatAtRisk/intro.html
   http://www.ed.gov/pubs/NatAtRisk/risk.html
   http://www.ed.gov/pubs/NatAtRisk/findings.html
   http://www.csmonitor.com/2003/0422/p13s02-lepr.htm
No Child Left Behind (NCLB)
   http://www.ed.gov/nclb/landing.jhtml
Traub, J. (1999). *Better by design? A consumer's guide to schoolwide reform*
   http://www.edexcellence.net/doc/bbd.pdf
Trends in International Mathematics and Science Study (TIMSS)
   http://nces.ed.gov/surveys/international/
Workplace essential skills: Resources related to the SCANS competencies and foundation skills
   (2000). Research and Evaluation Report series 00-B
   http://wdr.doleta.gov/opr/fulltext/00-wes.pdf

IX. American Psychological Association (APA) Style Websites:
http://owl.english.purdue.edu/owl/resource/560/01/
http://www.wisc.edu/writing/Handbook/DocAPA.html

X. Evaluation Tool Website:
http://school.discoveryeducation.com/schrockguide/eval.html

XI. Writing a Critical Book Review Websites:
http://apps.carleton.edu/curricular/history/study/criticalbookreview/
http://www.hamilton.edu/writing/bookreview.html

XII. FAU Center for Excellence in Writing Website:
http://www.fau.edu/UCEW/WC

XIII. FAU Faculty Research Website:
http://www.fau.edu/research/ovp/faculty-research.php

XIV. FAU Graduate Student Association Website:
http://www.fau.edu/sga/gsa.php

From:	Carol Meltzer [carolmeltzer@bellsouth.net]
Sent:	Thursday, October 07, 2010 10:00 AM
To:	Kristy Demeo; Kristina Cornwell
Subject:	No-Conflict Documentation and Graduate Course Change Requests for EE Courses
Attachments:	SCE 6196 FAU Graduate Course Change Request.wps; SCE 6344 FAU Graduate Course Change Request.wps; SCE 6345 FAU Graduate Course Change Request.wps; SCE 6644 FAU Graduate Course Change Request.wps

Hello Again Krisy and Kristina,

The EE Course Change Requests are attached. The No-Conflict documentation is imbedded in this e-mail. I would appreciate you letting me know if you are able to download and print.

Regards,

Carol

_____

On 7/12/2010 2:43 PM, Carol E Meltzer wrote:

Dear Colleagues,

You are receiving this request, for no-conflict documentation, because at least one course offered through your department has been approved as a required or elective course in the Master's Degree (M.Ed.) in Environmental Education. This interdisciplinary, university-wide program was approved in August 2008. All of the courses, represented by the attached syllabi, were approved at that time. Over the past two years, it has been determined that moving some of the content, from one course to another, will allow for more effective presentation to our students. As a result, prerequisites and catalog descriptions of all four courses have been updated and the title of the capstone course has been modified to more clearly express the purpose of the course. I would appreciate you reviewing the attached syllabi, and confirming by return e-mail (by Friday, July 23rd), that these courses do not conflict with any offerings in your departments. Please let me know if you would like to receive the full listing of approved required and elective courses, or if you have any questions about the Master's Degree (M.Ed.) in Environmental Education.

Regards,

Carol E. Meltzer, Ed.D.

Environmental Education Interdisciplinary Programs Coordinator

College of Education

meltzer@fau.edu

Previous Attachment :SCE 6196 Capstone Study in Environmental Education (Syllabus for Course Change Approval).docx

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Previous Attachment :SCE 6644 Trends and Issues in Environmental Education (Syllabus for Course Change Approval).docx

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Previous Attachment :SCE 6344 Advanced Methods of Environmental Education (Syllabus for Course Change Approval).docx

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Previous Attachment :SCE 6345 Perspectives of Environmental Education (Syllabus for Course Change Approval).docx

On 7/12/10 2:51 PM, William O'Brien wrote:

Hi, Carol,

There are no conflicts between these courses and our Honors College offerings (which are exclusively undergraduate courses). Thanks for checking.

Bill O'Brien

On 7/12/10 2:59 PM, Dr. Ron Nyhan wrote:

Carol:

No conflict with the Master's of Nonprofit Management or Master's of Public Administration degree programs.

Ron Nyhan

Coordinator, MNM & MPA

On 7/12/10 3:49 PM, Russell Ivy wrote:

Carol,

I have reviewed the courses below and find no conflict with any offerings in the Geosciences Department.

SCE 6196

SCE 6644

SCE 6344

Russ Ivy

Chair, Geosciences

On 7/13/10 12:13 PM, J. William Louda wrote:

Dear Carol;

I do not see any conflict between anything that I teach (I assume that you mean CHS6611 in my case ??) and any of these courses.

Cheers.

Bill

Dr. J. William Louda, Senior Scientist
Department of Chemistry and Biochemistry
and The Environmental Sciences Program
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431 USA
(561) 297-3309 FAX (561) 297-2759
blouda@fau.edu

On 7/13/10 2:39 PM, Lee C Klingler wrote:

Dear Carol,

Greetings! I hope all is well with you and Denny. I haven't heard from you in a while.

I don't see any problems with your revised syllabi.

Best regards,
Lee

On 7/14/10 4:24 PM, Shirley Gordon wrote:

Carol, I do not see a conflict with courses in the College of Nursing.

On 7/23/10 8:41 AM, Dale E. Gawlik wrote:

Carol,

I have reviewed the attached syllabi and I do not see a conflict with courses offered in the Biology Department or Environmental Sciences Program.

Best regards.

Dale Gawlik

From: Jerome E Haky <hakyj@fau.edu>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Cc: Cyril Parkanyi <parkanyi@fau.edu>
Sent: Tue, July 27, 2010 10:27:15 AM
Subject: Re: Fw: Master's Degree in Environmental Education

Dear Dr. Meltzer,

I have examined the syllabi for the courses that you attached. Based on this examination, I have concluded that these courses do not significantly overlap any courses that the Department of Chemistry and Biochemistry currently offers.

Please contact me again if you have any further questions or concerns.

Regards,

JEH

4

From: Wenying Xu <wxu@fau.edu>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Cc: Andrew Furman <afurman@fau.edu>
Sent: Tue, July 27, 2010 10:56:59 AM
Subject: RE: Master's Degree in Environmental Education

Dear Carol,

Thank you for consulting us on this program! Like Andy, I am surprised that this new degree has been approved without any consultation with English, whose course is part of this degree's curriculum. However, I don't see any conflict in your using LIT 4434 Literature and the Environment. We don't offer this course regularly, but when it's offered, your students are welcome to enroll. I also want to point out that this is an undergraduate course, which I am sure you know.

Best,

Wenying

****

Wenying Xu Ph.D.

Professor & Chair

Department of English

Florida Atlantic University

Boca Raton, FL 33431

T: 561-297-3831

F: 561-297-3807

E: wxu@fau.edu

From: Warner Miller <wam739@mac.com>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Sent: Tue, July 27, 2010 2:40:35 PM
Subject: Re: Master's Degree in Environmental Education

Hi Carol;

These courses do not conflict with any offerings in Physics.

Best Wishes,

Warner A. Miller

Dr. Warner A. Miller
Professor and Chair of Physics
Florida Atlantic University
(561) 297-1189
(561) 706-2747 (cell)
(561) 297-2662 (fax)
wam@fau.edu
http://physics.fau.edu/~wam

From: Robert Shockley <SHOCKLEY@fau.edu>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Sent: Thu, July 29, 2010 5:19:46 PM
Subject: RE: Master's Degree in Environmental Education

Carol,

The Department of Educational Leadership and Research Methodology sees no conflict with your proposal.   RS

Robert Shockley, Chair

Department of Educational Leadership and Research Methodology

Florida Atlantic University

777 Glades Rd.

Boca Raton, FL 33431

561.297.3551

Shockley@fau.edu

From: Jaap Vos <JVOS@fau.edu>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Sent: Fri, July 30, 2010 11:18:29 AM
Subject: RE: Master's Degree in Environmental Education

Carol
I reviewed the syllabi and see no conflict with our Urban Planning Courses.
Cordially,
Jaap

From: H. James McLaughlin <jmclau17@fau.edu>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Sent: Wed, August 11, 2010 11:51:19 AM
Subject: Re: Master's Degree in Environmental Education

Carol:

In the Department of Curriculum, Culture, and Educational Inquiry, we find no conflict with the courses you have described. Take care.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education Building
Florida Atlantic University
Boca Raton, FL 33431
561-297-3965

FAU
FLORIDA ATLANTIC
UNIVERSITY
College of Education