FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT NAME: TEACHING AND LEARNING	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: SCE 6644	CURRENT COURSE TITLE: TRENDS AND ISSUES IN ENVIRONMENTAL EDUCATION

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

    CHANGE CREDITS FROM   TO:

    CHANGE GRADING FROM   TO:

X   CHANGE PREREQUISITES TO:
SCE 6344 AND EDG 6285

    CHANGE MINIMUM GRADE TO:

X   CHANGE COREQUISITES TO: EDF 6481

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:

    CHANGE TITLE TO:

X   CHANGE DESCRIPTION TO: COURSE ANALYZES TRENDS AND ISSUES IN THE FIELD OF ENVIRONMENTAL EDUCATION, WITH AN EMPHASIS ON RESEARCH PREPARATION. REQUIREMENTS: READINGS, DISCUSSIONS, SERVICE LEARNING, AND FINAL PROJECT LINKING COURSE CONTENT TO PROPOSED RESEARCH PROJECT IN CAPSTONE STUDY.

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

SUPPORTING MATERIALS

Approved by:	Date:
Department Chair: *Barbara Ridener*	10/25/10
College Curriculum Chair: *Linda Webb*	10/25/10
College Dean: _____	_____
UGPC Chair: _____	_____
Dean of the Graduate College: _____	_____

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.

Department of Teaching and Learning
College of Education
Florida Atlantic University

SCE 6644 Trends and Issues in Environmental Education

Catalog Description:
Course analyzes trends and issues impacting the field of environmental education, with an emphasis on research preparation. Requirements: readings, discussions, service learning, and a final project linking course content to proposed research project in the capstone study.

Prerequisites:
SCE 6344 and EDG 6285

Co-Requisite: EDF 6481

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 understanding of emergent trends and issues in the interdisciplinary field of environmental education.

Required Texts:
Ernst, J., Monroe, M. & Simmons, B. (2009). Evaluating your environmental education programs. *North American Association for Environmental Education (NAAEE)*.
Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education* (3rd ed.). pp. 65-104, 173-196, 295-300, 313-328, 349-376, 405-422. Champagne, IL: Stipes Publishing.
Jacobson, S., McDuff, M. & Monroe, M. (2006). *Conservation education and outreach techniques.* Oxford, NY: Oxford University Press.
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).*

Required Websites:
Association for Advancement of Sustainability in Higher Education (AASHE) http://www.aashe.org
Collaborative Inter-Institutional Training Initiative (CITI) www.citiprogram.org
Department of Environmental Protection (DEP) http://www.dep.state.fl.us/southeast
Environmental Education Training and Partnerships (EETAP) http://www.eetap.org
FAU Faculty Research http://www.fau.edu/research/ovp/faculty-research.php
Helpful Hints for IRB Submissions www.fau.edu/research/res/files/IRB-Hints.doc
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 Key words: review of literature, etc.

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 demonstrate environmental inquiry skills, and use technology as a tool to answer their own questions (2.1).
2. Students will identify, select and investigate environmental issues, and use technology as a tool when conducting these investigations (2.3).
3. Students will identify and evaluate the need for action on specific environmental issues, identify possible action projects, and evaluate potential outcomes of those projects (2.5).
4. Students will apply an understanding of cultural and linguistic diversity when planning, delivering, and improving environmental instruction (3.3).
5. Students will identify the benefits and recognize the importance of belonging to a professional environmental education community (7.1).
6. Students will engage in environmental education professional development opportunities, including technology-based opportunities (7.2).
7. Students will develop a rationale for environmental education and understand the need to advocate for the field of environmental education (7.4).

Written Guidelines (graded acceptable/not acceptable):
- Written component of your final paper must total no more than 15 pages and no less than 10 pages (excluding title page, abstract and reference list).
- 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 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:
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 sciences).* San Francisco, CA: Jossey-Bass.

Elder, J. (2003). A field guide to environmental literacy: Making strategic investments in environmental education. *North American Association of Environmental Educators (NAAEE).*

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

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

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.

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

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

Sutton, P. (2004). *Nature, environmental and society.* New York: Pelgrave Macmillan.

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

Course Requirements: DIS or D = Directed Independent Study and INT or I = Internship

Assignments and Project Linking Course Content to Capstone Project	Points	% of Course Grade
Required Assignments: • How my definition of EE has morphed. • Debate: *What's FAIR got to do with it?* • Summaries: *Conservation Education and Outreach Techniques* • Plan to use: *Evaluating Your Environmental Education Programs* • Completion Reports: *CITI Modules* • Which EE organizations will you join (and why)? • Mini-Proposal: Capstone DIS/INT Project (Faculty? Staff? IRB?) • Critiques: *Essential Readings in Environmental Education*	0 Up to 3 Up to 12 0 Up to 15 0 Up to 9 Up to 11	0% 3% 12% 0% 15% 0% 9% 11%
Service Learning (linked to Cap project): • Interview education directors of 3 different formal and/or non-formal EE programs regarding their educational philosophies and how they believe that their educational programs relate to current trends and issues in EE. • Write up the interviews, including your reflections explaining how these programs relate to content studied in SCE 6644 Trends and Issues in EE. • Provide a copy of your written interviews/reflections to the directors and request feedback. Do they agree or disagree? Did they learn anything new that they had not considered? Would they consider changing anything that they are currently doing? Document their feedback.	Up to 5 Up to 5 Up to 5	5% 5% 5%

Final Paper Linking Course Content to Proposed EE Capstone Project:
• **Introduction (opening):**
  o Title page: Letter prefix/number/title of course, your name, course instructor, and title of project.
  o Rationale: State the purpose of the proposed cap research project.
• **Review of Literature (29 citations in APA format):**
  o 2 from *What's FAIR got to do with it?*
  o 6 from your chapter summaries of *Conservation Education . . .*
  o 2 from *CITI* Modules
  o 2 from *Evaluating Your Environmental Education Programs . . .*
  o 9 from your critiques of articles in *Essential Readings in EE*
  o 3 from your Service Learning interviews
  o 3 from required websites
• **Next Steps (Closing):** State how you plan to use the information gathered (assignments, service learning, review of literature) in order to move on to the "next step" in completing your capstone research project.
• **Reference List:** Bibliography in APA format.
• **Interactive Presentation:** Open with a 10-minute overview explaining the purpose of your project, facilitate a related activity, request feedback.
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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 Service 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:

Weeks	Topics	Assignments
1	Introductions. Expectations. **How my definition of EE morphed:** What I thought then. What I think now. Self-select into study teams of 3 students each. Exchange e-mail/phone contact information.	How my definition of EE morphed over the past few semesters since SCE 6345.
2	Discus and **debate** *What's FAIR got to do with it?* Work as a class to select 1-2 issues for each team to debate. Study teams meet for 15 minutes. Teams debate. Change sides midway through each issue.	*What's Fair . . .* Prepare to debate (both pros & cons) of at least 6 issues per team.
3	Submit **summaries.** Teams review and present on *Conservation Education . . .:* Intro and Chapters 1-3: Designing Successful Conservation Education and Outreach; Learning and Teaching with Adults and Youth; and Changing Conservation Behaviors. Apply?	*Conservation* ... pp. 1-84. Summarize chapters 1-3. Meet by e-mail or in-person. Present one chap per team.
4	Submit **summaries.** Teams review and present on *Conservation Education . . .:* Chapters 4-6: Conservation Education in Schools; Making Conservation Come Alive; and Using the Arts for Conservation. How will you apply this content?	*Conservation* ... pp.85-208. Summarize chapters 4-6. Change partners. E-mail or in-person. One chap ea team.

5	Submit **summaries**. Teams review and present on *Conservation Education . . .;* Chapters 7-9: Connecting Classes and Communities with Conservation; Networking for Conservation; and Marketing Conservation. How will you apply this content?	*Conservation ...* pp. 209-336. Summarize chapters 7-9. Change partners. E-email or in-person. One chap ea team.
6	Submit **summaries**. Teams review and present on *Conservation Education . . .:* Chapter 10-12: Getting Out Your Message with the Written Word; Taking Advantage of Educational Technology; and Designing On-Site Activities. How will you apply this content?	*Conservation ....* pp 337-436. Summarize chapters 10-12. Change partners. E-mail or in-person. One chap ea team.
7	Explain how you **plan to use** *Evaluating Your EE Programs . . .* Share concept and contact information for Cap DIS/INT component. Submit **Completion Reports** for CITI Modules: 503, 1127, 488, 491 & 14. Discuss and submit critique of article/website/chap on ethics.	*Evaluating Your EE . . .* Faculty Research site, p.1. First 5 CITI Modules, p. 1. Ethics: article, chapter, site.
8	Mid-Semester Discussion: Have I completed at least 50% of the work due for this course, including my requirements linking content in this course to my proposed research project in SCE 6196? Do I need any help in meeting my completion goals? Who can help me?	Review your progress in this course and prepare to discuss requirements completed and assistance, if any, needed.
9	Present **mini-proposal** for class critique/suggestions re Cap DIS/INT. Submit **Completion Reports** for CITI Modules: 490. 504, 509, 510, 505, 508, 507, 506, 816 & 502. Do you need an **IRB**? Why or why not? **Which EE organizations will you join (and why)?**	Topic? Methods? IRB, p. 1. Last 10 CITI Modules, p. 1. Review EE organization websites listed on p.1.
10	Discuss and submit **critiques**. *Essential Readings in Environmental Education:* (1) Education Reform, Setting Standards, and Environmental Education; and (2) Environmental Literacy in the United States. Link these articles to your Capstone project. Approve your individual Service Learning proposals.	*Essential . . .* pp. 65-86, critique and prepare to discuss link to your SCE 6196 Capstone project. Service Learning proposals.
11	Discuss and submit **critiques**. *Essential Readings . . . :* (1) The Effects of an Environmental Education Program on Students, Parents, and Community; and (2) Investigating and Evaluating Environmental Issues and Actions. Link these articles to your Capstone project.	*Essential . . .* pp. 87-104 and 173-190, critique and prepare to discuss link to your SCE 6196 Capstone project.
12	Discuss and submit **critiques**. *Essential Readings . . . :* (1) Technique for Analyzing Environmental Issues; (2) Factors Influencing the Development of Environmental Sensitivity: A Model; (3) Changing Learning Behavior through EE; and (4) Environmental Education and Environmental Interpretation. Link articles to your Capstone project.	*Essential . . .* pp. 191-196, 295-300, 313-328, and 349-356, critique and prepare to discuss link to your SCE 6196 EE Capstone project.
13	Discuss and submit **critiques**. *Essential Readings . . . :* (1) Evaluation of Natural Resource Education Materials; (2) Are We Meeting the Goal of Responsible Environmental Behavior? And (3) The Science Education Reform Movement. Link articles to your Capstone project.	*Essential . . .* pp. 357-376 and 405-422, critique and prepare to discuss link to your SCE 6196 EE Capstone project.
14	**Service Learning** presentations. Questions. SPOT Evaluations.	Service learning feedback.
15	**Final Project**: interactive presentation and submit final paper linking course content to your proposed research project in SCE 6196.	Complete final papers and Interactive Presentations.

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).*

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

Braus, J. & Wood, D. (1994). Environmental education in the schools: Creating a program that works. *North American Association for Environmental Education (NAAEE).*

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Charles, C. (1993). Wild school sites: A guide to preparing for habitat improvement projects on school grounds. *Western Regional Environmental Education Council, Inc.* Project WILD.

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

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

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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).*

Disinger, J. & Roth, C. (2003). Environmental literacy. *ERIC Clearinghouse for Science, Mathematics and Environmental Education,* 92(1).

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Elder, J. (2003). A field guide to environmental literacy: Making strategic investments in environmental education. *Environmental Education Coalition (EEC).*

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).*

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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
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    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:

3

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