

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department Teaching and Learning College Education	Confirmed _____ Banner Posted _____ Catalog _____

Current Course Prefix and Number SCE 6345	Current Course Title Perspectives of Environmental Education
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Syllabus must be attached for ANY changes to current course details. See [Guidelines](#). Please consult and list departments that may be affected by the changes; attach documentation.

Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ <small>*Review Provost Memorandum</small>	Change description to: Provides an overview of the historical and conceptual frameworks that define the field of environmental education, with a focus on future growth and possibilities. Includes readings, discussions, service learning, presentations, field trips and a project linking course content to career goals. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Remove graduate standing Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.
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Effective Term/Year for Changes: Fall 2019	Terminate course? Effective Term/Year for Termination:
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Approved by Department Chair <u>Barbara Lidener</u> College Curriculum Chair <u>Pat R. Pugh</u> College Dean <u>Valerie J. Duster</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>Pat R. Pugh</u> Graduate College Dean <u>Khaled Sobhan</u> UFS President _____ Provost _____	Date 1/30/19 2/6/19 2/6/19 2/22/19 2/27/19 3/1/19 _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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Perspectives of Environmental Education

SCE 6345 Section 001 | CRN 00000 | 3 Credit Hours

Fall 20xx | Place: TBA | Place: TBA

Professor: Bryan Nichols, PhD; nicholsb@fau.edu

Jupiter office EC 207e; extension 6-8558 (561-799-8558)

Office hours: TBA



Course Description

Provides an overview of the historical and conceptual frameworks that define the field of environmental education, with a focus on future growth and possibilities. Includes readings, discussions, service learning, presentations, field trips and a final project linking course content to career goals.

Required Texts

Note: used copies may be available for considerably less on sites like Amazon.

Marris, Emma. (2011). *Rambunctious garden*. Bloomsbury, 7\$, 160819454X.

Moore, Kathleen and Michael Nelson. (2011). *Moral Ground: Ethical Action for a Planet in Peril*. Trinity University Press, \$12, 1595340858.

Lerch, Daniel. (2017). *The community resilience reader: Essential resources for an era of upheaval*. Island Press, \$28, 9781610918602. Free online access available at <https://reader.resilience.org/read/>

Worldwatch Institute. (2017). *Earthed: Rethinking education on a changing planet*. Island Press, \$25, 9781610918428

Key Documents

These will be provided.

NAAEE. (2017). *Professional development of environmental educators: Guidelines for excellence*. ISBN 978-1-884008-78-8.

NAAEE. (2010). *Excellence in environmental education: Guidelines for learning (K-12)*. ISBN 1-884008-75-5.

NAAEE. (2017). *Community engagement: Guidelines for excellence*. ISBN 978-0-692-870 79-2.

Course Objectives

- Learn the past, present, and especially the possibilities of environmental education (EE), education for sustainability (EfS), and place-based education and related concepts.
- Cover the Seven Qualities of Great Environmental Educators framework.
- Introduce earth smarts and environmental literacy.
- Consider concepts in ecology that are especially relevant to environmental education, including resilience, tipping points.
- Consider the global and local challenges of the Anthropocene from an education perspective.

NAAEE Professional Development of Environmental Educators Guidelines

1.1 Questioning, analysis, and interpretation skills

1.2 Knowledge of environmental processes and systems

1.3 Skills for understanding and addressing environmental issues

1.4 Personal and civic responsibility

2.1 Fundamental characteristics and goals of environmental education

2.2 How environmental education is implemented

2.3 The evolution of the field

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3.2 Emphasis on education, not advocacy

4.4 Knowledge of environmental education materials and resources

5.1 A climate for learning about and exploring the environment

Assignments & Course Requirements

Presentations & Participation		Written Assignments	
Participation, Discussions (mid term)	6	Environmental Autobiography	5
Participation, Discussions (final)	14	Mini-homeworks	10
Environmental News Talk	4	4 Influences Writeup	3
4 Influences Presentation	4	Field Trip Outline	5
Chapter Presentations	9	Keystone Project	20
Service Learning	10		
Project Learning Tree activity	6		
Keystone Project Presentation	4		

Total Points: 100

There are also several bonus points floating around, so watch out for them...

Participation, Discussions

6 + 14

Attendance, both online and in class, as well as constructive contribution to discussions. Midway through the course you will be given a grade (out of 6) reflecting your participation in the discussions, with suggestions on how to improve it if necessary. Quantity and especially quality of comments will be considered. You may speak about any aspect of the readings that interests you, but at a minimum, consider what you find notable, what you find confusing, what you disagree with, and what you think could be improved or updated.

Environmental News Talk

4

You will give a brief (5-10 minute) report to the class on one article from a recent (this semester) newspaper, news website or news magazine. Once you've found an environmental story you like, you'll tell us:

1. Where you found the article.
2. What the environmental issues involved are.
3. How they relate to issues we have discussed in class or you have read in the texts.
4. Which national and/or state standards might apply to it.
5. Why students or the public might find it interesting, and ways you could incorporate it into an EE program.

You can use a brief computer presentation (bring it on a thumb drive), or any other props or visual aids if you like. Controversial issues and/or "messy" science are encouraged. To avoid duplication, you'll sign up for your topic on a Canvas discussion list (put the article title and source in the subject line). Once somebody chooses a topic, you'll need to find a different one, so check the list before you pick something, and be sure to put yours on the list. Ask if you have any questions. See Table 1 below for rubric.

Table 1: Environmental news talk rubric

(4 possible)	Exemplary (1)	Satisfactory (.85)	Emerging (.75)
Science Issues	Explained underlying science in clear and engaging way.	Addressed underlying science accurately.	Science explanation was partially inaccurate or confusing.
Connection to class topics	Connected story to class in an interesting and engaging way.	Connected to something we covered in class.	Connection superficial or tenuous.
Standards	Clearly connected to relevant standard(s).	Connected to standard(s).	Connection to standard tenuous.
Why it's interesting, ways to incorporate into teaching	Clearly describe engaging, appropriate way(s) to incorporate into teaching.	Adequately describe why it's interesting and way(s) to incorporate it.	Superficial, tenuous or unlikely way(s) to incorporate.

Four Influences Presentation

4

You will choose four of your most important environmental influences to present to the class. What are they, how and why did they influence you.

1. A place
2. A person
3. A text (book, article, etc)
4. Other media (video, computer, sound...)

Chapter Presentations

9

Students will prepare one or two presentation/discussions based on chapters in three of our textbooks: *Community Resilience Reader*, *Moral Ground: Ethical Action for a Planet in Peril*, and *EarthEd*. You'll give us a (brief) summary of the key points, and prepare a few discussion questions on topics you found most interesting. You should also consider any visuals that might help, as well as other viewpoints or conflicting information that has emerged since the publication of the book. You will have some leeway in choosing a chapter of particular interest to you.

Service Learning

10

Each service learning project, which will also be integrated into your Keystone paper and presentation, should be individual and pre-approved. See Rubric 1 for details.

Project Learning Tree Activity

6

Each student will choose an activity from the main Project Learning Tree K-8 curriculum, and lead the class in it. This will include doing the activity, outdoors when relevant, and also providing tips on how other students could use the activity themselves.

Keystone Project Presentation

4

Present each of the three components of your project in an interesting and at least partly interactive presentation. These should be about 10 minutes each (15 minute cutoff).

Environmental Autobiography

5

For your first writing assignment, reflect on your experiences related to environmental education, from your earliest memory to the present. What was EE like for you? Did you initially like it or hate it? How have your views changed? On the basis of your own personal experiences, how would you define environmental education? Here's your chance to tell your story. A good thing to include is your memories of the best EE experience you've had – and naturally, your memories of the worst as well. Be sure to include the reason(s) why you were drawn to environmental education in general and the program in particular.

Body word count: 500 and up.

- 5 meets minimum word count; honest and thoughtful; few errors
- 2 no definition of environmental education
- 2 overlong reminiscing without much analysis or thought
- 1 sloppy (3-5 grammar or spelling errors)
- 2 more than 5 grammar or spelling errors

Mini-homeworks

10

These short homework assignments will be assigned at least a week in advance. The first is a core competencies self-assessment.

4 Influences Writeup

3

Upload your answers to the 12 questions based on your 4 Influences presentation. Details on the assignment link.

Field Trip Outline

5

Choose a south Florida destination you would like to organize a field trip to. Outline the trip, including your target audience, logistics, learning goals, activities, contingency plans, safety concerns, and assessments. Include a brief description of pre-trip and follow-up activities you would recommend to teachers or participants.

Keystone Project

20

The final project should be an individual paper and presentation (see above) that connects the SCE 6345 course content to your career goals. See Rubric 2 for details and required components.

Grading

I want every student to succeed in my courses. However, I don't need every student to get an A. That is up to you! See *How to Get an A* below if you want an A in this course.

<p>A 91-100 Excellent work and performance; No more than 1 unexcused absence.</p>	<p>F <60 Failed to fulfill essential criteria for the course.</p>
<p>B+ 86-90 Evidence of good work and performance. No more than 2 unexcused absences.</p>	<p>F (penalty) You do NOT want this. Punishment for academic dishonesty will depend on the seriousness of the offense, beginning with receipt of an "F" with a numerical value of zero on the assignment and rapidly scaling to a penalty grade of F in the course. Don't cheat, and don't plagiarize. Penalty grades cannot be removed by drop, withdrawal, or forgiveness policy. Students should be aware that, in some Colleges/programs, failure in a course or a finding of dishonesty may result in other penalties, including expulsion or suspension from the College/program. In addition, the following notation will be included on both your official transcript and your internal record: "Violation of Code of Academic Integrity, University Regulations 4.001"</p>
<p>B 80-85 Evidence of satisfactory work and performance.</p>	
<p>C+ 76-79 Fair or emerging work, or good work with inconsistencies.</p>	
<p>C 70-75 Fair or emerging work, with considerable room for improvement.</p>	
<p>D 60-70 Failed to fulfill essential criteria for the course, must retake for education.</p>	

How to Get an A

1. Try not to miss any classes. Get the perfect attendance bonus point!
2. Pay attention and participate in class. This means put away your phone/computer unless you are taking notes with it.
3. Take lots of scribbly notes, and review them repeatedly for assignments and the exam.
4. Don't get behind. Draft your assignments before they are due. Reread and edit your draft before you submit. Don't wait until the last minute.
5. Show off! Use the assignments to show me how you have engaged with the textbook readings, class discussions, and the topics we cover in class.
6. Many assignment rubrics are based on the following scheme: C is emerging work, B is satisfactory work, and A is exemplary work. If you want an A in the course, do exemplary work, which is more than the minimum required.

Late assignments will lose 1 point per day unless an acceptable reason is provided ON or BEFORE the due date. This is a graduate class, so:

- Don't procrastinate; there aren't many acceptable reasons for late assignments.
- Be responsible for your learning and grade; the professor will generally not track down individuals who do not turn in assignments.
- You will not be given a chance to "make up" work you did not do.
- One missed assignment may be turned in for up to ½ the points.
- Grades and associated feedback will be posted on Canvas, so if you didn't get a grade and others did, ask in class or send me an email.

The Standard Stuff

Disability policy statement. In compliance with the Americans with Disabilities Act Amendments Act (ADA AA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

Counseling and Psychological Services (CAPS) Center. Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity policy statement. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 University Regulation 4.001.

Academic Dishonesty. Plagiarism consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally know to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work. Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

Tips & Reminders

The point of this course is to learn science concepts, practices, and attitudes, particularly those that pertain to standards-based K-6 classrooms in Florida. We will learn these concepts, including the more challenging or counterintuitive ones, as a group during class, so don't feel bad if you are initially confused by the textbook. Bring your questions to class so your peers and instructor can help build your knowledge.

Science full of misconceptions; by the end of the course we will make sure you are confident about having up to date, accurate science knowledge, as well as at least a basic level of science literacy.

This course involves co-learning and group work, so **attendance is crucial**. If you are unable to regularly attend, take the course in a semester when you can. Consistently late arrivals or early departures may be counted as an absence at instructor's discretion. Missed classes will count against your participation grade. Please notify me in advance if you are going to miss a class.

All students must have access to a computer and **computer skills** that are sufficient to allow them to

participate. This includes a basic familiarity with the Canvas learning management system; written assignments will be submitted to Canvas.

If you send me an important message by **email**, don't assume I got it until you get a response, and feel free to email me once a day until you get one.

For consistency, assignments should adhere to the formatting guidelines of the American Psychological Association (**APA**). I'm not super-strict about the details, and if you don't have the APA Handbook, don't worry, there is plenty of information available online. Look under information on Canvas for a cheat sheet that includes minor variations I would like you to follow (e.g., 1.5 line spacing).

Beware of **plagiarism** – your assignments may be put through FAU's plagiarism detection tool(s). Do **NOT** cut and paste when writing assignments for class, it's a recipe for disaster, even if you think you're going to change some of the words. Write it yourself, in your own words. Check out the plagiarism tutorials at the FAU library site, and **when in doubt, give props or ask**.

Using basic **electronics etiquette**. We'll talk about effective note taking, but numerous studies suggest that off-task electronic use can be distracting to both you and the students around you, and that your awesome multi-tasking is really just doing several things badly. Computers and tablets may be helpful at times, but as this is a participatory class that features active teaching methods, group discussions and potentially messy activities, students will often be asked to close or put away devices. The professor likes to wander, and students observed working on unrelated material (e.g., social networking, shopping, watching the game) during class will lose participation points.

If you are going to include a computer presentation for your chapter or news talk, bring it to class on a USB thumb drive and **load it before** the class begins. You may email it to yourself as a backup only.

Presentations will be graded based on what you do in class; there are no **submissions** required for them. Written assignments should be submitted through the appropriate assignment links on Canvas; I don't need or want paper versions.

The length of written assignments will be in **word counts**, not numbers of pages. If you're not accustomed to word counts, it's very easy; you typically just select the section you want a count for and look for the number in the status bar. Please include a word count in your assignments for the body of your writing (not including things like cover pages, references and supplemental materials you pasted in). If you have questions or technical issues, I'll be happy to help.

Good writing can be challenging. No one likes to plow through never-ending blocks of text with no headings or even paragraph breaks, including the person grading your paper, which is me. One of the best ways to organize an unruly assignment is to break it into headings and make sure that what you're writing about belongs under its heading. Review or relearn what a **coherent paragraph** is; you will lose points for overlong, unorganized writing blobs. One of the simplest ways to improve your writing is to first design your headings based on the rubric or your goals, write a rough draft, and then organize your writing into coherent paragraphs. If your paragraphs are more than 150 words, read this to make sure you're writing clearly:

<https://owl.english.purdue.edu/owl/resource/606/1/>

Resources

APA & Other Writing Resources

Good APA workshop <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>
 Official APA site (not as helpful as it should be) <http://apastyle.apa.org/>
 Literature Reviews <http://writing.wisc.edu/Handbook/ReviewofLiterature.html>
http://www.unc.edu/depts/wcweb/handouts/literature_review.html
<http://libguides.library.ncat.edu/content.php?pid=122999&sid=1232021>
 University Center for Excellence in Writing <http://www.fau.edu/UCEW/WC>
 And be sure to check out the APA cheat sheet on Canvas.

Environmental Education

North America Association for Environmental Education <http://www.naaee.net/>
 EE Linked Network <http://eelinked.naaee.net/>
 National Environmental Education Foundation <http://www.neefusa.org/>
 Children and Nature Network <http://www.childrenandnature.org/>
 Council for Environmental Education <http://www.councilforee.org/>
 Environmental Education and Training Partnership <http://www.eetap.org/index.php>
 League of Environmental Educators in Florida <http://leef-florida.org/>
 No Child Left Inside <http://www.cbf.org/page.aspx?pid=895>
 National Council for Science and the Environment <http://ncseonline.org/>
 Bioneers <http://www.bioneers.org/>
 EPA Environmental Education <http://www.epa.gov/enviroed/eepubsEPA.htm#knowledge>
 Roots and Shoots (Jane Goodall) – Service Learning & Lesson Plans <http://www.rootsandshoots.org/>
 Sierra Club <http://www.sierraclub.org/>
 Eco Library – Free images <http://www.ecolibrary.org/>
 Association for Environmental Studies and Sciences <http://www.aess.info/content.aspx>
 Eco America <http://ecoamerica.org/press/news-and-events>
 Service Learning http://www.servicelearning.org/what_is_service-learning/characteristics/index.php
 One Million Acts of Green <http://www.greennexus.com/omaog/us/education#f1>
 David Orr <http://www.davidworr.com/>
 Four Years Go <http://www.fouryearsago.org/>
 Education for Sustainability <http://www.secondnature.org/>
 History & Philosophy of EE www.niu.edu/~carter/courses/520/Carter_Simmons.pdf
 Journal of Environmental Studies and Sciences <http://www.springerlink.com/content/d45g36w5r0473m05/>
 Center for Ecoliteracy <http://www.ecoliteracy.org/>
 Environmental Literacy Council <http://enviroliteracy.org/>
 Place-Based Education (Promise of Place) <http://www.promiseofplace.org/>
 Science, Technology, Society, and Environment Education <http://webspace.oise.utoronto.ca/~benczela//STSEEd.html>

Course Topical Outline

Class	Reading Discussions, Topics	Assignments
1	Intro, Earth smarts, 7 Qualities, Syllabus, Program courses, NAAEE Guidelines	H1: Core competencies
2	<i>Community Resilience Reader Part 1</i> Chapters 1-6	Env autobiography <i>NEP & TSSI surveys</i>
3	Community Resilience Reader Part 2 Chapters 7-10	CR Chapter Summary
4	Key Readings in Environmental Education see Modules - Readings	H2: NGSS EE
5	<i>Moral Ground</i> Parts 1-4 (p. 1-130)	H3: NOS EE
6	<i>Moral Ground</i> Parts 9-11 (p. 268-353)	H4: Ed Tech
7	<i>Moral Ground</i> Parts 12-14 (p. 354-470), Chapter Summaries (Parts 5-8)	MG Chapter Summary
8	EE Relatives: Outdoor, Place & Community, EfS, ESD, Nature	H5: Stuff
9	<i>Rambunctious Garden</i> Chapters 1-5	
10	<i>Rambunctious Garden</i> Chapters 6-10	Field Trip Outline
11	Earth Ed Chapters 1-6	4 Influences writeup
12	Earth Ed Chapters 7-13	EE Chapter Summary
13	Keystone Project Presentations	<i>final surveys (TSSI, NEP)</i>
Finals		Keystone Project

Items in italics are optional, attitude-based surveys.

CR (Community Resilience Reader), MG (Moral Ground), and EE (EarthEd) chapter summaries are chosen and presented by each student.

Project Learning Tree activities will be led by students who volunteer the week before.

Rubric 1: Service Learning

Option 1

Select a nonformal or formal site, at which you are not already working (unless discussed with me). Volunteer for a minimum of 15 hours using techniques and information provided by the site. Interview an administrator or education director about the curriculum and instructional approach used at the site and about specific career-related experience. Reflect on your experience with respect to environmental literacy. Provide a copy of your reflections to personnel at the site and request feedback. See Appendix A for more information.

Option 2

Attend several South Florida meetings and/or events related to the environment. Your time at these events should be the equivalent of 15 hours or more. For each event, collect the program and write a reflection on the event. Include any ideas for curriculum, instruction, programs, etc. that you may incorporate in a future job. Also reflect on what went well with the organization and/or content of the program or meeting and what you would suggest for improvement.

Service Learning Credit

Note that if you choose Option 1, your volunteer hours can be acknowledged on your transcript through FAU's Weppner Center for Service-Learning & Civic Responsibility. This is done by getting a (free) account at www.noblehour.com. See the Weppner Center for more information (<http://www.fau.edu/volunteer/>). This is a great addition to your transcript, portfolio, and resume, but you will need to follow these steps.

1. Check out the "Why Academic Service-Learning?" presentation at http://www.fau.edu/leadandserve/pdf/Why%20A%20S-L%20Presentation_Spring%202017v5.pdf
2. Select a community partner, get approval from me.
3. Fill out an Academic Service-Learning Risk Waiver form and give to me. <http://www.fau.edu/leadandserve/pdf/asl-risk-waiver.pdf>
4. Log your hours; you will include this in your Keystone Paper.
5. Summarize your experience in your Keystone Paper (see rubric) and presentation.
6. Complete the Weppner Center's Post-Assessment Survey. This link will be activated towards the end of each semester.

Rubric 2: Keystone Project

Keystone Project Linking Course Content to Career Goals

- Written component of your final project should be from 2500-3700 words.
- Format according to APA 6 and the APA tipsheet on Canvas, including internal citations and annotated reference listings. Accepted rules of English grammar, punctuation, and spelling must be followed.

Outline

Introduction (Opening):

- Title Page: Letter prefix/number/title of course, your name, name of course instructor, and title of your project.
- State the career goal you are linking to course content.
- Overview of paper.

Conceptual Framework

- Your personal definition of EE, including a description of its purpose.
- Describe these related key concepts in your own words: sustainability, extinction of experience, precautionary principle, tragedy of the commons
- Philosophy of Teaching and Learning about the Environment
- The literature that informs your framework
- Mission as an Environmental Educator
- Profile or Biography (Educational Background, Experience, Career Goals)

Service Learning Project Related to EE/Environmental Literacy

- See Appendix B for details.
- Assist site personnel with an environmental literacy project.
- Write reflections relating knowledge, skills and dispositions that environmentally literate k-adult citizens should demonstrate.
- Provide your reflections to site personnel and request feedback.

Review of Literature/ Reflections on the Course

(The structure and order of your review is up to you; it should summarize what you have learned from each of the readings, as well as our class discussions of them.)

- Last Child in the Woods
- The Rambunctious Garden
- Dangerous Years: Climate Change, the Long Emergency, and the Way Forward
- Moral Ground: Ethical Action for a Planet in Peril
- NAAEE Guidelines
- other course readings
- Please include a book you would recommend adding to the required readings list for the next time this course is taught, and which one you would eliminate to make room for it. Include your reasoning for both.

Review of Class Topics/Lectures (your notes and thoughts)

- Earth Smarts
- 7 Qualities of Great Environmental Educators

Next Steps (Closing)

- Using specific examples, explain how you will use the information gathered (conceptual framework, service learning, and review of literature); in order to move to the next level, regarding employment in the field of environmental education, or how this information will enhance your current or future employment.

Reference List (minimum of 20 citations) in APA format.

SCE 6345 Assessment of Standard FL-FAU-ALC.3f Critical Thinking Skills (Analytical Skills, Creative Skills): Students will demonstrate exemplary critical thinking skills through analysis, evaluation and synthesis of prior empirical research to develop a clearly written literature review that reflects original thinking.

Keystone Project	Exemplary	Satisfactory	Emerging
Conceptual Framework	Develops a clear conceptual framework that includes a definition, purpose, and philosophy of environmental education, and incorporates supporting literature. Describes your mission and includes a brief autobiography relevant to environmental education.	Develops a clear conceptual framework that includes a definition, purpose, and philosophy of environmental education, but does not incorporate supporting literature. Describes your mission and includes a brief autobiography relevant to environmental education.	Does not develop a clear conceptual framework that includes a definition, purpose, and philosophy of environmental education, and does not incorporate supporting literature. Describes your mission and includes a brief autobiography relevant to environmental education.
Service Learning	Provides documentation of your \geq 15 hours participation at the formal or non-formal service learning site(s) or EE events selected and reflects on the knowledge, skills, and dispositions that an environmentally literate K-Adult citizen should demonstrate.	Provides documentation of your 10 - 15 hours participation at the formal or non-formal service learning site(s) or EE events selected, but does not reflect on the knowledge, skills, and dispositions that an environmentally literate K-Adult citizen should demonstrate.	Provides documentation of your \leq 10 hours participation at the formal or non-formal service learning site(s) or EE events selected and does not reflect on the knowledge, skills, and dispositions that an environmentally literate K-Adult citizen should demonstrate.
Review of Literature	Analyses, evaluates, and synthesizes prior research and course content to develop a clearly written literature review that reflects original thinking on a topic in the field of environmental education. 12 or more sources should be incorporated in the review. The review should be written using the American Psychological Association (APA) guidelines.	Analyses, evaluates, and synthesizes prior research and course content to develop a written literature review that reflects original thinking on a topic in the field of environmental education. Includes 9-11 sources in the review. The review should be written using the American Psychological Association (APA) guidelines.	Analyses, evaluates, and synthesizes prior research and course content, but does not develop a clearly written literature review that reflects original thinking on a topic in the field of environmental education. Includes less than 9 sources in the review. The review should be written using the American Psychological Association (APA) guidelines.
Next Steps	Explains very clearly how this keystone project helps you move to move to the next level, regarding your capstone project and employment in the field of EE, or how this info enhances your current/future employment.	Explains somewhat clearly how this keystone project helps you move to move to the next level, regarding your capstone project and employment in the field of EE, or how this info enhances your current/future employment.	Does not explain how this keystone project helps you move to move to the next level, regarding your capstone project and employment in the field of EE, or how this info enhances your current/future employment.