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

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).
YES X NO

Attach syllabus for ANY changes to current course information.

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: Barbara Reden
Department Chair:
College Curriculum Chair: Linda Webb
College Dean: ____________________________
UGPC Chair: ____________________________
Dean of the Graduate College: ____________________________

Date: ____________________________
10/25/10
10/25/10

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 ejirgo@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
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:

Required Evaluation Models (select one):

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
League of Environmental Educators in Florida (LEEF) http://www.leef.florida.org
Mission Green, Florida Atlantic University Campus Sustainability http://www.fau.edu/facilities/sustain
North American Association for Environmental Education (NAAEE) http://www.naeee.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](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:
   Chapel Hill, NC: Algonquin Books.

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2
<p>| Course Requirements: D=Directed Independent Study and I=Internship |</p>
<table>
<thead>
<tr>
<th>Using a logic model, analyze your program and evaluation.</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Paper:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Title Page: Letter prefix/number/title of course, your name, name of D/I facilitator, name of course instructor, and title of your project.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>• 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.</td>
<td>Up to 3</td>
<td>3%</td>
</tr>
<tr>
<td>• 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 <em>others</em> have created and accomplished.</td>
<td>Up to 12</td>
<td>12%</td>
</tr>
<tr>
<td>o 12 selected in consultation with your D/I facilitator (~1/2p ea)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o 11 EE readings (3 assigned in Capstone, 8 previously, ~1/3p ea)</td>
<td>Up to 11</td>
<td>11%</td>
</tr>
<tr>
<td>o 1 book review/comparison (2-4pp)</td>
<td>Up to 5</td>
<td>5%</td>
</tr>
<tr>
<td>• Work with Approved FAU Faculty/DEP Staff (≥ 25 hours). Results of your work will be what <em>you</em> have created and accomplished (10-15pp):</td>
<td>Up to 5</td>
<td>5%</td>
</tr>
<tr>
<td>o Create a new environmental education program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Select the evaluation model (p.1) that best suits your project.</td>
<td>Up to 10</td>
<td>10%</td>
</tr>
<tr>
<td>o Use this model to evaluate your program and delivery, including your method(s) of assessing effectiveness for classroom (formal) or community (non-formal) education.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>o Compare your results with those of at least 2 other programs focused on the same objectives.</td>
<td>Up to 5</td>
<td>5%</td>
</tr>
<tr>
<td>• 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).</td>
<td>Up to 10</td>
<td>10%</td>
</tr>
<tr>
<td>• Interview the Executive Director or Administrator of an EE Center: Prepare a minimum of 6-8 questions and summarize responses.</td>
<td>Up to 12</td>
<td>12%</td>
</tr>
<tr>
<td>• Professional Organizations: Select 3 listed (p. 1). How do the missions of these organizations support your environmental education goals?</td>
<td>Up to 6</td>
<td>6%</td>
</tr>
<tr>
<td>• 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.</td>
<td>Up to 10</td>
<td>10%</td>
</tr>
<tr>
<td>• Reference List: APA format.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Participation in Graduate Student Research Day:</strong> Poster presentation.</td>
<td>Up to 5</td>
<td>5%</td>
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<tr>
<td><strong>Interactive Presentation:</strong></td>
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<tr>
<td>• Open with a 5-minute overview (purpose of research, significant points from interview, documentation style, results of investigation).</td>
<td>Up to 2</td>
<td>2%</td>
</tr>
<tr>
<td>• Move on to an activity, directly related to your investigation and poster, in which all class members can participate.</td>
<td>Up to 2</td>
<td>2%</td>
</tr>
<tr>
<td>• Close by relating the class activity to your project and summarizing significant investigation results.</td>
<td>Up to 2</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>
**Grading Scale:** Scores are cumulative. Grade scale represents percentage of total points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-95</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

**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](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics for Discussion</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reunion, expectations, proposals, timelines, how course will move you toward your environmental education goals.</td>
<td>Full D/I proposal and timeline. FAU Faculty/DEP Staff. Employment plan.</td>
</tr>
<tr>
<td>2</td>
<td>Comparing Four Environmental Problem Solving Models and at least one article or website on your topic. How do these and articles reviewed in <em>Essential Readings in EE</em> specifically link to your research project?</td>
<td><em>Essential</em>... 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).</td>
</tr>
<tr>
<td>3</td>
<td>Outcome Research in Environmental Education and at least one article or website on your topic. How do these and articles reviewed in <em>Essential Readings in EE</em> specifically link to your research project?</td>
<td><em>Essential</em>... 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).</td>
</tr>
<tr>
<td>4</td>
<td>Educational Interventions that Improve Environmental Behaviors and at least one article or website on your topic. How do these and articles reviewed in <em>Essential Readings in EE</em> specifically link to your research project?</td>
<td><em>Essential</em>... 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).</td>
</tr>
<tr>
<td>5</td>
<td><strong>Progress Report:</strong> D/I, readings, draft of paper and poster. Share progress, and critique each other’s work.</td>
<td>1st draft of research paper and poster. Prepare to discuss D/I research.</td>
</tr>
<tr>
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</tr>
<tr>
<td>6</td>
<td>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 <em>Essential Readings in EE</em> specifically link to your research project?</td>
<td><em>Essential</em> . . . 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).</td>
</tr>
<tr>
<td>7</td>
<td>Diffusing Environmental Education and at least one article or website on your topic. How do these and articles reviewed in <em>Essential Readings in EE</em> specifically link to your research project?</td>
<td><em>Essential</em> . . . critique pp. 387-398, review pp. 349-386, critique related article/site. Meet D/I Faculty/Staff.</td>
</tr>
<tr>
<td>8</td>
<td>At least two articles or websites on your topic. How do these and articles reviewed in <em>Essential Readings in EE</em> specifically link to your research project?</td>
<td><em>Essential</em> . . . review pp. 399-442, critique 2 related articles or websites. Meet with D/I Faculty/Staff.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Progress Report:</strong> D/I, readings, draft of research paper and final poster. Share progress, and critique each other’s work.</td>
<td>2nd draft of research paper and poster. Questions? Problems?</td>
</tr>
<tr>
<td>10</td>
<td>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?</td>
<td>Critique 2 related articles or websites. Review your evaluation model (p.1). Meet with D/I Faculty/Staff.</td>
</tr>
<tr>
<td>11</td>
<td>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 <em>Understanding by Design</em> in your environmental education program?</td>
<td>Critique 3 related articles or sites. Review <em>UbD</em>. Confirm that you have applied this framework to your project. Meet with D/I Faculty/Staff.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Progress Report:</strong> D/I, readings, final draft of research paper. Share progress, critique each other’s work. SPOT.</td>
<td>Final draft of research paper, including completed review of literature.</td>
</tr>
<tr>
<td>13</td>
<td>Last minute questions, problems, requests for assistance. Submit signed log for ≥ 25 hours with D/I Faculty/Staff.</td>
<td>Meet with D/I Faculty/Staff. Get signature for ≥ 25 hours together.</td>
</tr>
<tr>
<td>14</td>
<td>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?</td>
<td>Book review: critique, analyze, compare and/or contrast to at least one other book on EE. Finish final paper.</td>
</tr>
<tr>
<td>15</td>
<td><strong>Final project presentations:</strong> Link all course content completed in the EE Program to your goals after graduation.</td>
<td>Interactive presentations and congratulations on a job well done.</td>
</tr>
</tbody>
</table>

SCE 6196 Capstone Study in Environmental Education (Course Change Approval)
Bibliography:
I. Books


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


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


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


Lessons from the environment. (2002). National Environmental Education and Training Foundation (NEETF) and Roper Starch Worldwide.


Moving into the educational mainstream (InfoBrief, No. 26, 2001). Association for Supervision and Curriculum Development (ASCD).


Saul, E. (Ed.). (2004). Crossing borders in literacy and science instruction: Perspectives on theory and practice. *International Reading Association (IRA) and (NSTA)*.


Using environmental based education to advance learning skills and character development. (2001). *National Environmental Education and Training Foundation (NEETF) and North American Association for Environmental Education (NAAEE)*.


III. Environmental Education Websites:

- Association for Supervision and Curriculum Development (ASCD)
  http://www.ascd.org
- 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 Environment
- 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.naace.org
- Ocean Project
  http://www.theoceanproject.org/
- One Million Acts of Green
  http://www.greenmexxus.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/inorth/
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/~benzela/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*

*Canadian Journal of Environmental Education*
  http://ciee.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*

VIII. Curriculum and Instruction Websites:

*Bureau of K-12 Assessment (FCAT)*
  http://www.fldoe.org

*Florida Standards (Sunshine State Standards)*
  http://www.floridastandards.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/er_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/findings.html

*No Child Left Behind (NCLB)*
  http://www.ed.gov/nclb/landing.jhtml

  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/

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

Environmental Education Bibliography (Summer 2010)
Kristy Dimeo

From: Carol Meltzer [carolmeltzer@bellsouth.net]
Sent: Thursday, October 07, 2010 10:00 AM
To: Kristy Dimeo; 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
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
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

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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

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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)
warm@fau.edu
http://physics.fau.edu/~warm

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