CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

<table>
<thead>
<tr>
<th>Change</th>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Change Credits From</td>
<td></td>
<td></td>
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<tr>
<td>Change Grading From</td>
<td></td>
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</tr>
<tr>
<td>Change Prerequisites To: Graduate Students Only</td>
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<td>Change Minimum Grade To:</td>
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<td>Change Corequisites To:</td>
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<td>Change Other Registration Controls To:</td>
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<tr>
<td>Other</td>
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SHOW "X" IN FRONT OF OPTION

<table>
<thead>
<tr>
<th>Change Prefix From</th>
<th>To</th>
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<tbody>
<tr>
<td>Change Course No. From</td>
<td>To</td>
</tr>
</tbody>
</table>

CHANGE TITLE TO:

X CHANGE DESCRIPTION TO: COURSE PROVIDES AN OVERVIEW OF THE HISTORICAL AND CONCEPTUAL FRAMEWORKS THAT DEFINE THE FIELD OF ENVIRONMENTAL EDUCATION. REQUIREMENTS: READINGS, DISCUSSIONS, REFLECTION JOURNALS, SERVICE LEARNING, PRESENTATIONS, POSSIBLE FIELD TRIP, AND FINAL PROJECT LINKING COURSE CONTENT TO CAREER GOALS.

CHANGES TO BE EFFECTIVE (TERM): FALL 2011

Will the requested change(s) cause this course to overlap with any other FAU course(s)? If yes, please list course(s).

YES

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:


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

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

SIGNATURES

Approved by:
Department Chair: Barbara Riedner
College Curriculum Chair: Linda Webb
College Dean: 
UGPC Chair: 
Dean of the Graduate College: 

Date: 10/25/10

SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines.
Go to: http://graduate.fau.edu/ugpc/ to access Guidelines and to download this form.

Written Consent—required from all departments affected.

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

FAUchangeGrad—Revised May 2010
Department of Teaching and Learning
College of Educaiton
Florida Atlantic University

SCE 6345 Perspectives of Environmental Education

Catalog Description:
Course provides an overview of the historical and conceptual frameworks that define the field of environmental education. Requirements: readings, discussions, reflection journals, service learning, presentations, possible field trip, and final project linking course content to career goals.

Prerequisite:
Graduate Students Only

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 the goals of environmental education, appropriately presented in the classroom and community at all grade and age levels (K-adult).

Required Texts:

Required Websites:
Children and nature 2008: A report on the movement to reconnect children to the natural world.
David Orr on climate change and applied hope.
http://www.ecoliteracy.org/essays/climate-change-and-applied-hope
Ecoliteracy: The challenge for education in the next century.
http://www.seribd.com/doc/17354372/Capra-Fritjof-Ecoliteracy-
Green at fifteen? How 15-year-olds perform in environmental science and geo ... in PISA 2006.
http://www.oecd.org/document/22/0,3343,en_32252351_32236191_42466966_1_1_1,00.html
Purdue Online Writing Lab. http://owl.english.purdue.edu
Key words: annotated bibliography, 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 an understanding of how environmental education has evolved over time and continues to change (1.1).
2. Students will demonstrate an understanding of the defining characteristics and guiding principles of environmental education (1.2).
3. Students will demonstrate understanding of the components of environmental literacy (1.3).
4. Students will demonstrate an understanding of the processes and systems that comprise the environment, including Earth as a physical system, the living environment, and human social systems and influences (2.2).
5. Students will demonstrate an understanding of the importance of exercising the rights and responsibilities of environmental citizenship (2.4).

Written Guidelines (graded acceptable/not acceptable):
- Written component of your final project must total no more than 15 pages and no less than 10 pages (excluding title page and rationale).
- 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 annotated reference listings 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 (please review different books, other selections approved):
### Course Requirements:

<table>
<thead>
<tr>
<th>Project Linking Course Content to Career Goals</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (Opening):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Title Page: Letter prefix/number/title of course, your name, name of course instructor, and title of your project.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>- Rationale: State the career goal you are linking to course content.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>- Explain your overall linkage plan.</td>
<td>Up to 3</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Service Learning:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Select a formal or non-formal site, at which you are not working or volunteering.</td>
<td>Up to 12</td>
<td>12%</td>
</tr>
<tr>
<td>- Volunteer for a minimum of 15 hours using techniques and information provided by the site.</td>
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<tr>
<td>- Write reflections relating the knowledge, skills and dispositions that environmentally literate k-adult citizens should demonstrate as discussed in class.</td>
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<tr>
<td>- Provide a copy of your reflections to personnel at the site and request feedback.</td>
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<tr>
<td><strong>Review of Literature:</strong> A minimum of 19 citations in APA format:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 9 from assigned articles in Essential Readings</td>
<td>Up to 38</td>
<td>38%</td>
</tr>
<tr>
<td>- 6 (2ea) from Field Guide, Last Child, Place-Based</td>
<td></td>
<td></td>
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<tr>
<td>- 4 from Required Websites</td>
<td></td>
<td></td>
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<tr>
<td><strong>Book Comparison:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Child in the Woods compared and/or contrasted to instructor approved book selection.</td>
<td>Up to 10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Next Steps (Closing):</strong></td>
<td></td>
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<tr>
<td>State your plan to use the information gathered (service learning, review of literature, book comparison); in order to move to the next level career-wise, regarding employment in the field of environmental education, or how this information will enhance your current or future employment.</td>
<td>Up to 15</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Reference List:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography in APA format.</td>
<td>0</td>
<td>0%</td>
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<tr>
<td><strong>Interactive Presentation:</strong></td>
<td></td>
<td></td>
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<tr>
<td>- Open with a 5-minute overview explaining the specific purpose of your project.</td>
<td>Up to 12</td>
<td>12%</td>
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<tr>
<td>- Facilitate an activity related to your service learning experience.</td>
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<tr>
<td>- Close by relating the class activity to your career goals.</td>
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<tr>
<td><strong>Quiz:</strong></td>
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<tr>
<td>A Field Guide to Environmental Literacy</td>
<td>Up to 10</td>
<td>10%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100%</td>
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</table>
Grading Scale: Scores are cumulative. Grade scale represents percentage of total points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>91-95</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<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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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<td>F</td>
<td>Below 60</td>
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</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 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:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, expectations, your major, and professional goals.</td>
<td>Essential Readings in EE, pp. 13-16. Purdue site, p1.</td>
</tr>
<tr>
<td></td>
<td>Discuss The Tbilisi Declaration. Writing annotated bibliographies.</td>
<td></td>
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<tr>
<td>2</td>
<td>Discuss and submit annotated bibliographies: Tbilisi Declaration;</td>
<td>Essential Readings in EE, annotated bibliographies on all</td>
</tr>
<tr>
<td></td>
<td>Tensions in Environmental Education; Environmental Education’s</td>
<td>articles: pp. 1-36.</td>
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<tr>
<td></td>
<td>Definitional Problem; and The Concept of Environmental Education.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discuss and submit annotated bibliographies: The Status of Environ</td>
<td>Essential Readings in EE, annotated bibliographies on all</td>
</tr>
<tr>
<td></td>
<td>Education with Respect to the Goal of Responsible Citizenship</td>
<td>articles: pp. 37-56 and website (address p. 1).</td>
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<td></td>
<td>Behavior; Two Hats; Myths of Environmental Education-Revisited;</td>
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<tr>
<td>5</td>
<td>Library instructional session (Boca Campus). Preparation for final investigative project, including: Resources, research, APA format; and submit Service Learning Proposals for approval.</td>
<td>Access to Library online; Service Learn Proposals; Field Guide, pp. 1-82.</td>
</tr>
<tr>
<td>7</td>
<td>Discuss Last Child in the Woods: The New Relationship between Children and Nature; Why the Young... Need Nature; The Best of Intentions: Why Johnnie and Jeannie Don't Play Outside Anymore.</td>
<td>Last Child in the Woods, pp. 1-200 (Parts I-III); and begin Last Child analysis.</td>
</tr>
<tr>
<td>8</td>
<td>Discuss Last Child in the Woods: The Nature-Child Reunion plus Green at Fifteen? How 15-year-olds Perform...; The Jungle Blackboard; Wonder Land: Opening the Fourth Frontier; To be Amazed plus David Orr on Climate Change and Applied Hope.</td>
<td>Last Child in the Woods, pp. 201-328 (Parts IV-VII) websites, p. 1; Complete Last Child analysis.</td>
</tr>
<tr>
<td>9</td>
<td>Discuss and relate Place-Based... to Last Child in the Woods: The Young Achievers Science and Mathematics Pilot School; Place- and Community-based Education: Definitions and Antecedents; Why Worry about the Local in the Era of No Child Left Behind? Place-and Community-based Education in Practice: Starting with Local Knowledge and Issues; Place- and Community-based Education in Practice: Starting with Traditional Disciplines.</td>
<td>Place-Based and Community-Based Education in Schools... pp. viii-73 (Chapters 1-5). Begin analysis relating Place-Based... to Last Child in the Woods.</td>
</tr>
<tr>
<td>10</td>
<td>Discuss, relate and submit analysis relating Place-Based... to Last Child in the Woods: Impact on Academic Achievement; Striving for More than Test Scores; Collaborating with Community Partners; Leaders as Gardeners: Creating Space for Place-and Community-based Education; No School is an Island – Except on the Coast of Maine; Changing Schools to Embrace the Local.</td>
<td>Place-Based and Community-Based Education in Schools... pp. 74-155 (Chap 6-11). Complete analysis relating Place Based to Last Child.</td>
</tr>
<tr>
<td>11</td>
<td>Review, questions and progress report. Confirmation that all work, to date, has been submitted and whether additional work is due.</td>
<td>Complete individually approved book review.</td>
</tr>
<tr>
<td>12</td>
<td>Gumbo Limbo Field Trip: Associated career opportunities.</td>
<td>Journal and pen for notes.</td>
</tr>
<tr>
<td>13</td>
<td>Service learning presentations: Associated career opportunities.</td>
<td>Service Learning Projects.</td>
</tr>
<tr>
<td>15</td>
<td>Interactive presentations. Submit final projects, including: Introduction (title page and rationale); service learning (reflections); review of literature (19 citations in APA); book comparison; next steps (relating all work to career choice); and reference list in APA. Approved elective in Global Climate Change Education Spring 2011.</td>
<td>Prepare interactive presentations and final projects. See p. 3 for Course Requirements, Points and Grading.</td>
</tr>
</tbody>
</table>
Bibliography:
I. Books


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


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


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


Environmental education and educational achievement: Promising programs and resources. (2002). 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 Environmental
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://neeufusa.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.enaturenet.org
North American Association for Environmental Education
   http://www.eelink.net
   http://www.naace.org
Ocean Project
   http://www.theoceaanproject.org/
One Million Acts of Green
   http://www.greennexus.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

Canadian Journal of Environmental Education
http://ceee.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

National Center for Educational Statistics
National Assessment of Educational Programs (NAEP). Nation’s Report Card
http://www.nationsreportcard/about/

National Council on Teacher Quality. National Board for Professional Teaching Standards
http://www.nctq.org/nctq/

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
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
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)  
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 <jmclaughlin17@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