# Graduate Programs—COURSE CHANGE REQUEST

**Department Name:** Teaching and Learning  
**College of:** Education

**Course Prefix & Number:** SCE 6644  
**Current Course Title:** Trends and Issues in Environmental Education

## CHANGE(S) REQUESTED

<table>
<thead>
<tr>
<th>SHOW “X” IN FRONT OF OPTION</th>
<th>SHOW “X” IN FRONT OF OPTION</th>
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</thead>
<tbody>
<tr>
<td>Change Credits from</td>
<td>Change Prefix from</td>
</tr>
<tr>
<td>Change Grading from</td>
<td>Change Course No. from</td>
</tr>
<tr>
<td>X Change Prerequisites to:</td>
<td>Change Title to:</td>
</tr>
<tr>
<td>SCE 6344 and EDG 6285</td>
<td></td>
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<tr>
<td>Change Minimum Grade to:</td>
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<tr>
<td>X Change Corequisites to:</td>
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<tr>
<td>EDF 6481</td>
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<tr>
<td>X Change Other Registration Controls to:</td>
<td></td>
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<tr>
<td>Graduate Program EE Majors Only</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

## 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**
  - **No**

- Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each.

- Nineteen departments in nine FAU Colleges, offering required or elective courses in the Master's in Environmental Education have been contacted including:
  1. SCI: BIO, CHEM, GEO, MAT and PHY
  2. NUR: NUR 3. HON:
  5. ED: CCEI, CSD, CED, EL&R, ES&HP, and ESE

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

- Faculty Contact, Email, Complete Phone Number:
  - Carol Meltzer, Meltzer@fau.edu, 561-335-5736 (personal cell/voice-mail)

## SIGNATURES

- **Approved by:**
  - Department Chair: Barbara Richey
  - College Curriculum Chair: Linda West
  - College Dean: 
  - UGPC Chair: 
  - Dean of the Graduate College: 

- **Date:** 10/05/10

## SUPPORTING MATERIALS

- **Syllabus—must include all criteria as detailed in UGPC Guidelines.**
  - Go to: [http://graduate.fau.edu/gpc/](http://graduate.fau.edu/gpc/) to access Guidelines and to download this form.

- **Written Consent—required from all departments affected.**

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Email this form and syllabus to diamond@fau.edu and egirgo@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 Education
Florida Atlantic University

SCE 6644 Trends and Issues in Environmental Education

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

Prerequisites:
SCE 6344 and EDG 6285

Co-Requisite: EDF 6481

Course Connection to Conceptual Framework:
As reflective decision-makers, students make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals by documenting and presenting knowledge, skills and dispositions that demonstrate understanding of emergent trends and issues in the interdisciplinary field of environmental education.

Required Texts:

Required Websites:
Association for Advancement of Sustainability in Higher Education (AASHE) http://www.aashe.org
Collaborative Inter-Institutional Training Initiative (CITI) www.citiprogram.org
Department of Environmental Protection (DEP) http://www.dep.state.fl.us/southeast
Environmental Education Training and Partnerships (EETAP) http://www.eetap.org
FAU Faculty Research http://www.fau.edu/research/ovp/faculty-research.php
Helpful Hints for IRB Submissions www.fau.edu/research/res/files/IRB-Hints.doc
League of Environmental Educators in Florida (LEEF) http://www.leef.florida.org
Mission Green, Florida Atlantic University Campus Sustainability http://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 Key words: review of literature, etc.
Guidelines Used in Developing Course Objectives: NAAEE/NCATE
North American Association for Environmental Education Standards (NAAEE)
National Council for Accreditation of Teacher Education (NCATE)

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

Written Guidelines (graded acceptable/not acceptable):
- Written component of your final paper must total no more than 15 pages and no less than 10 pages (excluding title page, abstract and reference list).
- Use a #12 Times Roman or equivalent font throughout your written paper.
- Margins must be no more than 1.25” and no less than 1” on all four sides.
- Format all internal citations and reference listings (end of paper) according to APA.
- Accepted rules of English grammar, punctuation, and spelling must be followed.
- Projects must be clipped or stapled. Please do not submit projects in covers or binders.

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

<table>
<thead>
<tr>
<th>Assignments and Project Linking Course Content to Capstone Project</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Assignments:</strong></td>
<td></td>
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</tr>
<tr>
<td>• How my definition of EE has morphed.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>• Debate: <em>What’s FAIR got to do with it?</em></td>
<td>Up to 3</td>
<td>3%</td>
</tr>
<tr>
<td>• Summaries: <em>Conservation Education and Outreach Techniques</em></td>
<td>Up to 12</td>
<td>12%</td>
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<tr>
<td>• Plan to use: <em>Evaluating Your Environmental Education Programs</em></td>
<td>0</td>
<td>0%</td>
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<tr>
<td>• Completion Reports: <em>CITI Modules</em></td>
<td>Up to 15</td>
<td>15%</td>
</tr>
<tr>
<td>• Which EE organizations will you join (and why)?</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>• Mini-Proposal: Capstone DIS/INT Project (Faculty? Staff? IRB?)</td>
<td>Up to 9</td>
<td>9%</td>
</tr>
<tr>
<td>• Critiques: <em>Essential Readings in Environmental Education</em></td>
<td>Up to 11</td>
<td>11%</td>
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<tr>
<td><strong>Service Learning (linked to Cap project):</strong></td>
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<tr>
<td>• Interview education directors of 3 different formal and/or non-formal EE programs regarding their educational philosophies and how they believe that their educational programs relate to current trends and issues in EE.</td>
<td>Up to 5</td>
<td>5%</td>
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<tr>
<td>• Write up the interviews, including your reflections explaining how these programs relate to content studied in SCE 6644 Trends and Issues in EE.</td>
<td>Up to 5</td>
<td>5%</td>
</tr>
<tr>
<td>• Provide a copy of your written interviews/reflections to the directors and request feedback. Do they agree or disagree? Did they learn anything new that they had not considered? Would they consider changing anything that they are currently doing? Document their feedback.</td>
<td>Up to 5</td>
<td>5%</td>
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<tr>
<td><strong>Final Paper Linking Course Content to Proposed EE Capstone Project:</strong></td>
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<tr>
<td>• <strong>Introduction (opening):</strong></td>
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<td>• Title page: Letter prefix/number/title of course, your name, course instructor, and title of project.</td>
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<td>0%</td>
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<tr>
<td>• Rationale: State the purpose of the proposed cap research project.</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>• <strong>Review of Literature (29 citations in APA format):</strong></td>
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<tr>
<td>• 2 from <em>What’s FAIR got to do with it?</em></td>
<td>Up to 2</td>
<td>2%</td>
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<tr>
<td>• 6 from your chapter summaries of <em>Conservation Education</em></td>
<td>Up to 6</td>
<td>6%</td>
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<tr>
<td>• 2 from <em>CITI Modules</em></td>
<td>Up to 2</td>
<td>2%</td>
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<tr>
<td>• 2 from <em>Evaluating Your Environmental Education Programs</em></td>
<td>Up to 2</td>
<td>2%</td>
</tr>
<tr>
<td>• 9 from your critiques of articles in <em>Essential Readings in EE</em></td>
<td>Up to 9</td>
<td>9%</td>
</tr>
<tr>
<td>• 3 from your Service Learning interviews</td>
<td>Up to 3</td>
<td>3%</td>
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<td>• 3 from required websites</td>
<td>Up to 3</td>
<td>3%</td>
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<td>• <strong>Next Steps (Closing):</strong> State how you plan to use the information gathered (assignments, service learning, review of literature) in order to move on to the “next step” in completing your capstone research project.</td>
<td>Up to 5</td>
<td>5%</td>
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<tr>
<td>• <strong>Reference List:</strong> Bibliography in APA format.</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>• <strong>Interactive Presentation:</strong> Open with a 10-minute overview explaining the purpose of your project, facilitate a related activity, request feedback.</td>
<td>Up to 5</td>
<td>5%</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>Range</th>
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<tr>
<td>A</td>
<td>96-100</td>
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<td>A-</td>
<td>91-95</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<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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<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
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<td>F</td>
<td>Below 60</td>
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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</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions. Expectations. <strong>How my definition of EE morphed:</strong> What I thought then. What I think now. Self-select into study teams of 3 students each. Exchange e-mail/phone contact information.</td>
<td>How my definition of EE morphed over the past few semesters since SCE 6345.</td>
</tr>
<tr>
<td>2</td>
<td>Discus and debate <strong>What’s FAIR got to do with it?</strong> Work as a class to select 1-2 issues for each team to debate. Study teams meet for 15 minutes. Teams debate. Change sides midway through each issue.</td>
<td><strong>What's Fair</strong> . . . Prepare to debate (both pros &amp; cons) of at least 6 issues per team.</td>
</tr>
<tr>
<td>3</td>
<td>Submit summaries. Teams review and present on Conservation Education . . .: Intro and Chapters 1-3: Designing Successful Conservation Education and Outreach; Learning and Teaching with Adults and Youth; and Changing Conservation Behaviors. Apply?</td>
<td>Conservation ... pp. 1-84. Summarize chapters 1-3. Meet by e-mail or in-person. Present one chap per team.</td>
</tr>
<tr>
<td>4</td>
<td>Submit summaries. Teams review and present on Conservation Education . . .: Chapters 4-6: Conservation Education in Schools; Making Conservation Come Alive; and Using the Arts for Conservation. How will you apply this content?</td>
<td>Conservation ... pp.85-208. Summarize chapters 4-6. Change partners. E-mail or in-person. One chap ea team.</td>
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<td>6</td>
<td>Submit summaries. Teams review and present on Conservation Education . . . : Chapter 10-12: Getting Out Your Message with the Written Word; Taking Advantage of Educational Technology; and Designing On-Site Activities. How will you apply this content?</td>
<td>Conservation . . . pp 337-436. Summarize chapters 10-12. Change partners. E-mail or in-person. One chap ea team.</td>
</tr>
<tr>
<td>8</td>
<td>Mid-Semester Discussion: Have I completed at least 50% of the work due for this course, including my requirements linking content in this course to my proposed research project in SCE 6196? Do I need any help in meeting my completion goals? Who can help me?</td>
<td>Review your progress in this course and prepare to discuss requirements completed and assistance, if any, needed.</td>
</tr>
<tr>
<td>10</td>
<td>Discuss and submit critiques. Essential Readings in Environmental Education: (1) Education Reform, Setting Standards, and Environmental Education; and (2) Environmental Literacy in the United States. Link these articles to your Capstone project. Approve your individual Service Learning proposals.</td>
<td>Essential . . . pp. 65-86, critique and prepare to discuss link to your SCE 6196 Capstone project. Service Learning proposals.</td>
</tr>
<tr>
<td>11</td>
<td>Discuss and submit critiques. Essential Readings . . . : (1) The Effects of an Environmental Education Program on Students, Parents, and Community; and (2) Investigating and Evaluating Environmental Issues and Actions. Link these articles to your Capstone project.</td>
<td>Essential . . . pp. 87-104 and 173-190, critique and prepare to discuss link to your SCE 6196 Capstone project.</td>
</tr>
<tr>
<td>12</td>
<td>Discuss and submit critiques. Essential Readings . . . : (1) Technique for Analyzing Environmental Issues; (2) Factors Influencing the Development of Environmental Sensitivity: A Model; (3) Changing Learning Behavior through EE; and (4) Environmental Education and Environmental Interpretation. Link articles to your Capstone project.</td>
<td>Essential . . . pp. 191-196, 295-300, 313-328, and 349-356, critique and prepare to discuss link to your SCE 6196 EE Capstone project.</td>
</tr>
<tr>
<td>13</td>
<td>Discuss and submit critiques. Essential Readings . . . : (1) Evaluation of Natural Resource Education Materials; (2) Are We Meeting the Goal of Responsible Environmental Behavior? And (3) The Science Education Reform Movement. Link articles to your Capstone project.</td>
<td>Essential . . . pp. 357-376 and 405-422, critique and prepare to discuss link to your SCE 6196 EE Capstone project.</td>
</tr>
<tr>
<td>15</td>
<td>Final Project: interactive presentation and submit final paper linking course content to your proposed research project in SCE 6196.</td>
<td>Complete final papers and Interactive Presentations.</td>
</tr>
</tbody>
</table>
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 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 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://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.theoceangproject.org/

One Million Acts of Green
http://www.greenexxus.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/north/

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/STSEEEd.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://cjee.lakeheadu.ca/

*Discover Magazine*
   http://www.discovermagazine.com

*E Magazine*
   http://www.emagazine.com

*Green Teacher Magazine*
   http://www.greenteacher.com

*International Journal of Environmental and Science Education*
   http://ijese.com

*Journal of Environmental Education*
   http://findarticles.com/p/articles/mi_hb167

*Journals of the EPA*

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


*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

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

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