

# FLORIDA ATLANTIC UNIVERSITY™

Florida Atlantic University

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: TEACHING AND LEARNING

COLLEGE: EDUCATION

COURSE PREFIX AND NUMBER: SCE 6644

CURRENT COURSE TITLE: TRENDS AND ISSUES  
IN ENVIRONMENTAL EDUCATION

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2012

\_\_\_\_\_ TERMINATE COURSE (LIST FINAL  
ACTIVE TERM):

CHANGE TITLE TO:

CHANGE PREFIX FROM: TO:

CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS FROM: TO:

CHANGE GRADING FROM: TO:

CHANGE DESCRIPTION TO:

COURSE ANALYZES TRENDS AND ISSUES IMPACTING THE FIELD OF ENVIRONMENTAL EDUCATION.  
 REQUIREMENTS: READINGS, DISCUSSIONS, POSSIBLE FIELD TRIP, SELECTION AND SET-UP OF THE  
 CAPSTONE PROJECT, AND FULL RESEARCH PREPARATION FOR THE CAPSTONE STUDY.

CHANGE PREREQUISITES/MINIMUM GRADES  
 TO\*: GRADUATE ENVIRONMENTAL EDUCATION  
 MAJORS ONLY AND SCE 6344. IN ADDITION,  
 STUDENTS MUST HAVE COMPLETED EDF 6481  
 OR EDG 6285. ALL COURSES WITH MINIMUM  
 GRADE OF C.

CHANGE COREQUISITES TO\*: IF NOT  
 COMPLETED AS A PREREQUISITE, STUDENTS  
 MUST ENROLL IN EDF 6481 OR EDG 6285 AS A  
 CO-REQUISITE.

CHANGE REGISTRATION CONTROLS TO:

\*Please list both existing and new  
 pre/corequisites, specify AND or OR, and  
 include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses,  
 please list them here. None

Departments and/or colleges that might be  
 affected by the change(s) must be consulted  
 and listed here. Please attach comments from  
 each: CC&EI, EL&RM, all departments in  
 COE & all participating departments copied.

Faculty contact, email and complete phone number: Carol Meltzer, [meltzer@fau.edu](mailto:meltzer@fau.edu), 561-385-5736 (cell with voice-mail)

Approved by:

Department Chair: Babara Ridener

College Curriculum Chair: Linda Nye

College Dean: Valerie J. Foster

UGPC Chair: \_\_\_\_\_

Graduate College Dean: \_\_\_\_\_

Date:

10/27/11

11/10/11

10/28/11

\_\_\_\_\_

\_\_\_\_\_

### ATTACHMENT CHECKLIST

♦Syllabus (see guidelines for requirements:  
<http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php>)

♦Written consent from all departments affected  
 by changes

Email this form and syllabus to [diamond@fau.edu](mailto:diamond@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**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. Requirements: readings, discussions, possible field trip, selection and set-up of the capstone project, and full research preparation for the capstone study.

**Prerequisites:** Graduate Environmental Education majors only and SCE 6344. In addition, students must have completed EDF 6481 or EDG 6285.

**Co-Requisites:** If not completed as a prerequisite, students must enroll in EDF 6481 or EDG 6285 as a co-requisite.

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

**Required Texts:**

Ernst, J., Monroe, M. & Simmons, B. (2009). Evaluating your environmental education programs.

*North American Association for Environmental Education (NAAEE).*

Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education* (3<sup>rd</sup> ed.). pp. 173-234, 253-328, 349-376, 405-422. Champagne, IL: Stipes Publishing.

Jacobson, S., McDuff, M. & Monroe, M. (2006). *Conservation education and outreach techniques*. Oxford, NY: Oxford University Press.

Madfes, T. (Ed.). (2004). What's FAIR got to do with it: Diversity cases from environmental educators. *Environmental Education and Training Partnership (EETAP)*, North American Association for Environmental Education (NAAEE).

**Required Websites:**

Association for Advancement of Sustainability in Higher Education (AASHE) <http://www.aashe.org>

COE Graduate Student Achievement Council (SAC) [www.coe.fau.edu/students/SAC/default.aspx](http://www.coe.fau.edu/students/SAC/default.aspx)

Collaborative Inter-Institutional Training Initiative (CITI) [www.citiprogram.org](http://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>

Helpful Hints for IRB Submissions [www.fau.edu/research/res/files/IRB-Hints.doc](http://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.naaee.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>**

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 25 pages (title page, abstract, review of literature, initial evaluation of current program in place, next steps, and reference list).
- Use a #12 Times Roman or equivalent font throughout your written paper.
- Margins must be no more than 1.25" and no less than 1" on all four sides.
- Format all internal citations and reference listings (end of paper) according to APA.
- Accepted rules of English grammar, punctuation, and spelling must be followed.
- Projects must be clipped or stapled. Please do not submit projects in covers or binders.

### **Recommended Readings:**

- Bonnes, M, Lee, T., & Bonaiuto, M. (Eds.). (2003). *Psychological theories for environmental issues*. Burlington, VT: Ashgate.
- Boulmetis, J. & Dutwin, P. (2005). *The ABC's of evaluation: Timeless techniques for program and project managers (research methods for the social sciences)*. San Francisco, CA: Jossey-Bass.
- Elder, J. (2003). A field guide to environmental literacy: Making strategic investments in environmental education. *North American Association of Environmental Educators (NAAEE)*.
- Gore, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it*. New York, NY: Viking.
- Gore, A. (2009). *Our choice: A plan to solve the climate crisis*. New York, NY: Viking.
- Marcinkowski, T. (2004). Using a logic model to review and analyze an environmental education program. *North American Association for Environmental Education (NAAEE)*.
- Stufflebeam, D. (Number 89, Spring 2001). *Evaluation models*. San Francisco, CA: Jossey-Bass.
- Wiggins, G. (1998). *Educative assessment to inform and improve student performance*. San Francisco: CA: Jossey-Bass.
- Speth, J. (2008). *The bridge at the end of the world*. New Haven, CN: Yale University Press.
- Sutton, P. (2004). *Nature, environmental and society*. New York: Pelgrave Macmillan.
- Yearly, S. (2005). *Cultures of environmentalism: Empirical studies on environmental sociology*. New York, Palgrave, Macmillan.

**Course Requirements:**

<b>Cornerstone Preparation for Capstone Project and Study (Spring 2012)</b>	<b>Points</b>	<b>% of Course Grade</b>
<p><b>Selection, Set-Up and Initiation of Capstone Project:</b></p> <ul style="list-style-type: none"> <li>• Selection: Summary of possible capstone projects and mentors using personal contacts, referrals or websites: FAU Faculty, EE Center Directors, Government Agency Directors/Coordinators, etc.</li> <li>• Set-up: Interviews with at least 2-4 directors of different EE projects.</li> <li>• Initiate: Document a minimum of 20 observation/practical exper hours learning about your project (10 additional hours each project change).</li> </ul>	<p>Up to 3</p> <p>0</p> <p>Up to 10</p>	<p>3%</p> <p>0</p> <p>10%</p>
<p><b>Initial Evaluation of EE Program Currently in Place:</b></p> <ul style="list-style-type: none"> <li>• Evaluate: EE Program currently in place, using techniques and methods studied in STA 6113, EDF 6481 and EDG 6285.</li> <li>• Plan: Update, restructure or replacement of current EE Program, including pre/post assessments, timelines, contacts, etc.</li> </ul>	<p>Up to 10</p> <p>Up to 10</p>	<p>10%</p> <p>10%</p>
<p><b>Participation in COE Graduate Council Research Symposium:</b></p> <ul style="list-style-type: none"> <li>• Date: To Be Announced</li> <li>• Time: 4:00-8:00p</li> <li>• Location: A.D. Henderson School (Boca Campus)</li> <li>• Application/Proposal Deadline: To Be Announced</li> </ul>	<p>Up to 10</p>	<p>10%</p>
<p><b>Partial Review of Literature and Full Capstone Proposal (1<sup>st</sup> draft):</b></p> <ul style="list-style-type: none"> <li>• Title page: Letter prefix/number/title of course, your name, course instructor, and title of project.</li> <li>• Rationale: State the purpose of the proposed capstone research project.</li> <li>• Review of Literature (30 annotated bib citations, ½ page ea in APA): <ul style="list-style-type: none"> <li>○ 2 from <i>What's FAIR got to do with it?</i></li> <li>○ 6 from <i>Conservation Education and Outreach Techniques</i>.</li> <li>○ 2 from <i>Evaluating Your Environmental Education Programs</i>.</li> <li>○ 12 from articles in <i>Essential Readings in Environmental Education</i>.</li> <li>○ 8 from required websites (one ea site) listed at the bottom of page 1.</li> </ul> </li> <li>• Next steps: Explain how you plan to use all of the information gathered, including: interviews, observations, initial evaluation of the EE program currently in place, review of literature, etc. in order to meet your EE goals (capstone project/study and career).</li> <li>• Reference list: Bibliography in APA format (1/3 pt each correct entry).</li> <li>• Interactive power point presentation and capstone activity (final class): <ul style="list-style-type: none"> <li>○ Open with a 10-minute Power Point overview that explains the purpose of your cap project, including timelines for action research.</li> <li>○ Facilitate a 5-minute activity related to your capstone project.</li> </ul> </li> <li>• Distribute a brief survey and request verbal and written feedback.</li> </ul>	<p>0</p> <p>Up to 2</p> <p>Up to 2</p> <p>Up to 6</p> <p>Up to 2</p> <p>Up to 12</p> <p>Up to 8</p> <p>Up to 5</p> <p>Up to 10</p> <p>Up to 5</p> <p>Up to 5</p> <p>0</p>	<p>0</p> <p>2%</p> <p>2%</p> <p>6%</p> <p>2%</p> <p>12%</p> <p>8%</p> <p>5%</p> <p>10%</p> <p>5%</p> <p>5%</p> <p>0</p>
<b>TOTAL</b>	100	100%

**Grading Scale:** Scores are cumulative. Grade scale represents percentage of total points earned.

A	96-100	A-	91-95	B+	87-90	B	83-86
B-	80-82	C+	77-79	C	73-76	C-	70-72
D+	67-69	D	64-66	D-	60-63	F	Below 60

**Attendance Policy:**

According to University policy, “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance” (p. 53) Reasonable accommodations are made for religious observances.

**Students with Disabilities:**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca in the Student Support Service Building, (SU 80) in Room 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, JU 312 (772-873-3441) - and follow all OSD procedures.

**Code of Academic Integrity:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating, plagiarism, and other forms of dishonesty, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/ctl/AcademicIntegrity.php>.

**Critique:** Written in the 1<sup>st</sup> person (subjective). **Review:** Written in the 3<sup>rd</sup> person (objective).

**Course Outline:** The purpose of EE readings is to challenge you to recognize content links.

Weeks	Topics (Plus Assignments Due)	Weekly Assignments in Addition to Final Project
1	<b>Introductions. Expectations.</b> Share your EE goals, ideas for capstone projects, and contact information for FAU and EE mentors.	Consider your EE goals. Review materials from SCE 6345 and SCE 6344. Prepare a summary of possible capstone projects and mentors. Include contact info.
2	<b>Environmental Education and Integration.</b> Discuss experiences in traditional school settings. Trail walk and art connection.	Set-up interviews with 2-4 directors of EE projects. Prepare a summary of your interviews and decide which project you will use for your capstone study.
3	<b>Onsite Learning.</b> Use the 3+ hours of class time at your EE site. Submit summary of your interviews with 2-4 EE project directors. Submit chapter presentation choices for: <i>Evaluating Your Environmental Ed Programs</i> <i>What's FAIR got to do with it?</i> <i>Diversity Cases</i> <i>Conservation Education and Outreach Techs.</i>	Complete a minimum of 10-12 hours onsite learning about your capstone project. Prepare a 2-4 page summary of your findings. Include a preliminary evaluation, proposed changes, expected improvements, and the name and e-mail for your EE connection. Complete a minimum of 10 additional hrs onsite. Be prepared to share your observations by the 7 <sup>th</sup> meeting.

4	<p><b>Place-based education according to Gregory Smith, David Sobel, etc.</b> Presentations: <i>Evaluating Your Environmental Education Programs</i>.</p>	<p><i>Evaluating Your Environmental Education Programs:</i> 1. Introduction + Focus Your Evaluation, pp. 1-23; 2. Develop an Evaluation Plan, pp. 25-43; 3. Develop Data Collection Tools, pp. 45-76.</p>
5	<p><b>Positives and negatives of place-based education in:</b> formal, nonformal and informal school settings in Palm Beach, Broward or Indian River Counties. Presentations: <i>Evaluating Your Environmental Education Programs</i>.</p>	<p><i>Evaluating Your Environmental Education Programs:</i> 4. Collect Data, pp. 83-95; 5. Analyze Data and Interpret Results, pp. 99-111; 6. Communication and Use . . . Results, pp. 113-120. Be prepared to discuss the differences among: formal, nonformal and informal environmental education.</p>
6	<p><b>Onsite Learning.</b> Use 3+ hours of class time at your EE site. Select, critique and upload one article from <i>Essential Readings in Environ Ed</i> to Black Board. Review: <a href="http://www.aashe.org">www.aashe.org</a> &amp; <a href="http://www.dep.state.fl.us/southeast">www.dep.state.fl.us/southeast</a>.</p>	<p><i>Essential Readings in Environmental Ed</i> and websites: • Investigating and Evaluating . . . , pp. 173-190; • A Technique for Analyzing . . . , pp. 191-196; • Assessment in Environmental Ed . . . , pp. 197-234. <a href="http://www.aashe.org">www.aashe.org</a> &amp; <a href="http://www.dep.state.fl.us/southeast">www.dep.state.fl.us/southeast</a>.</p>
7	<p><b>Diversity in Environmental Education.</b> Presentations: <i>What's FAIR got to do with? Diversity Cases from Environmental Educators</i>. Share observations: Your EE site. Discussion: Student Achievement Council SAC/COE Graduate Student Research Symposium. <a href="http://www.coe.fau.edu/students/SAC/default.aspx">www.coe.fau.edu/students/SAC/default.aspx</a>, <a href="http://www.aashe.org">www.aashe.org</a>, <a href="http://www.dep.state.fl.us/southeast">www.dep.state.fl.us/southeast</a>. How do these and other similar organizations and agencies impact your environmental education goals?</p>	<p><i>What's FAIR got to do with it? Diversity Cases . . .</i> • Preface + Introduction, pp. 1-8; • Overcoming "Biophobia", pp. 11-18; • Whose Time Are We Talking About? pp. 19-26; • To be Expected? Perishable Partner . . . , pp. 27-46; • Says Who? Toxic Disinterest? pp. 47-62; • Cultural Paralysis? Act Locally? pp. 63-78; • Making Exceptions or Making Sense? pp. 79-86; • Welcoming Diversity? Comment . . . , pp. 87-108. <a href="http://www.coe.fau.edu/students/SAC/default.aspx">www.coe.fau.edu/students/SAC/default.aspx</a>.</p>
8	<p><b>Onsite Learning.</b> Use 3+ hours of class time onsite. Post: 2-pp summary of capstone project to Black Board. Upload: Critiques of <i>Essential Readings in Environmental Education</i> and reviews of <a href="http://www.citiprogram.org">www.citiprogram.org</a> &amp; <a href="http://www.fau.edu/research/res/files/IRB-Hints.doc">www.fau.edu/research/res/files/IRB-Hints.doc</a></p>	<p><i>Essential Readings in Environmental Ed</i> and website: • Educational Interventions . . . , pp. 253-264; • Predictors of Responsible . . . , pp. 265-294; • Factors Influencing the Development of Environmental Sensitivity, pp. 295-300. <a href="http://www.citiprogram.org">www.citiprogram.org</a> &amp; <a href="http://www.fau.edu/research/res/">www.fau.edu/research/res/</a> . . .</p>
9	<p><b>Constructivism and Environmental Education.</b> Background of Constructivism and examples in formal, nonformal and informal EE. Presentations: <i>Conservation Education . . .</i> Group Discussion: <a href="http://www.citiprogram.org">www.citiprogram.org</a> &amp; <a href="http://www.fau.edu/research/res/files/IRB-Hints.doc">www.fau.edu/research/res/files/IRB-Hints.doc</a></p>	<p><i>Conservation Education and Outreach Techniques:</i> 1. Introduction + Designing Successful . . . , pp. 1-34; 2. Learning and Teaching with . . . , pp.35-62; 3. Changing Conservation Behaviors, pp. 63-84. Be prepared to discuss Constructivism and its impact on formal, nonformal and informal environmental EE.</p>
10	<p><b>Sustainability.</b> Definition and examples from readings, websites and personal experiences. Power Point Presentations: <i>Conservation Education and Outreach Techniques</i>.</p>	<p><i>Conservation Education and Outreach Techniques:</i> 4. Conservation Education with . . . , pp. 85-131; 5. Making Conservation Come Alive, pp. 132-173; 6. Using the Arts for Conservation, pp. 174-208.</p>

11	<p><b>Environmental Literacy.</b> Definition, global and individual examples from your experiences. Power Point Presentations: <i>Conservation Education and Outreach Techniques</i>. Submit proposals for COE/ SAC Symposium.</p>	<p><i>Conservation Education and Outreach Techniques:</i>  7. Connecting Classes &amp; Communities, pp. 209-249;  8. Networking for Conservation, pp. 250-300;  9. Marketing Conservation, pp. 301-336.  Proposals due: COE/ SAC Symposium (14<sup>th</sup> meeting).</p>
12	<p><b>Environmental Education and Legislation.</b> Examples of federal and state legislation that have affected or caused changes in specific environmental education programs, as well as resulting effects of this legislation on our environment in general. SPOT Evaluations.</p>	<p><i>Conservation Education and Outreach Techniques:</i>  10. Getting Out Your Message with . . . , pp. 337-369;  11. Taking Advantage of Ed Tech, pp. 370-304;  12. Designing On-Site Activities, pp. 405-437.  Identify and describe, in a one-page paper, an Environmental Issue in South Florida.</p>
13	<p><b>Environmental Issues in South Florida.</b> Upload: Critiques of <i>Essential Readings in Environmental Education</i>. Review: <a href="http://www.leef.florida.org">www.leef.florida.org</a> &amp; <a href="http://www.fau.edu/facilities/sustain">www.fau.edu/facilities/sustain</a></p>	<p><i>Essential Readings in Environmental Ed</i> and websites:  • Environmental Sensitivity . . . , pp. 301-312;  • Changing Learning Behavior . . . , pp. 313-328;  • The Science Education Reform . . . , pp. 405-422.  <a href="http://www.leef.florida.org">www.leef.florida.org</a> &amp; <a href="http://www.fau.edu/facilities/sustain">www.fau.edu/facilities/sustain</a></p>
14	<p><b>Complete full capstone proposal, power point overview, and interactive cap project activity.</b> Upload: Critiques of <i>Essential Reading in Environmental Education</i>. Review: <a href="http://www.eetap.org">www.eetap.org</a> &amp; <a href="http://www.naaee.org">www.naaee.org</a> Presentations: COE/SAC Symposium.</p>	<p><i>Essential Readings in Environmental Ed</i> and websites:  • EE and Environmental Interpretation, pp. 349-356;  • Evaluation and Natural Resources . . . , pp. 357-366;  • Are We Meeting the Goal . . . , pp. 367-376  <a href="http://www.eetap.org">www.eetap.org</a> &amp; <a href="http://www.naaee.org">www.naaee.org</a>  Complete presentations for COE/SAC Symposium.</p>
15	<p><b>Submit cap proposals, present power point, 5-minute activity, and request feedback.</b></p>	<p>Full capstone proposal, power point overview, interactive cap project activity, and feedback survey.</p>