

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>3/25/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum & Instruction College College of Education (To obtain a course number, contact erudolph@fau.edu)		
Prefix SCE Number 4841	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code N/A	Type of Course <div style="border: 1px solid red; padding: 2px;">Lecture</div>	Course Title South Florida Hydrological Systems
Credits (See Definition of a Credit Hour) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Template and Guidelines) This course introduces students to scientists who are working in the field of environmental research. Dual enrollment high school students work with scientists and educators to develop an understanding of the interconnectedness and complexity of South Florida water systems and the environmental issues facing them. Students are exposed to engineered research tools that are currently being tested as solutions to South Florida's environmental challenges.	
Effective Date (TERM & YEAR) Summer 2024	Prerequisites, with minimum grade* FAU Dual Enrollment requirements for students in FAU, SDPBC, BCPS, and private schools with FAU articulation agreements must be met.		Corequisites N/A
		Registration Controls (Major, College, Level) None, College of Education (ED), Undergraduate (UG) / Dual Enrollment (DE)	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement (Select One Option) None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course Any Master's Degree with at least 18 credits in an Environmental Education or other relevant graduate program			
Faculty Contact/Email/Phone Gregory Goebel / ggoebel@fau.edu / 561-297-6606		List/Attach comments from departments affected by new course No-conflict statements from Colleges of Science and Engineering & Computer Science :	
Approved by Department Chair <u>Charles Dukas</u> College Curriculum Chair <u>Yash</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Macroff</u> UFS President _____ Provost _____			Date <u>March 14, 2024</u> <u>3/15/2024</u> <u>3/19/2024</u> <u>3/25/24</u> <u>3/25/24</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SCE 4841
- 001, 002, 003

South Florida Hydrological Systems

M-F 8:30 a.m. – 6:30 p.m. (6/10-6/14, 6/24-6/28, or 7/15-7/19)
3 credits

Summer 2024

Prof. Gregory A Goebel

Office: PJ12_Room 201

Office hours: M-F 9-5:30; 24/7 During Institute

Classroom: Jupiter AD 104

Telephone: 561-297-6606

Email: ggoebel@fau.edu



Course Description

This course introduces students to scientists who are working in the field of environmental research. Dual enrollment high school students work with scientists and educators to develop an understanding of the interconnectedness and complexity of South Florida water systems and the environmental issues facing them. Students are exposed to engineered research tools that are currently being tested as solutions to South Florida's environmental challenges.

Instructional Method

This blended class includes a unique, week-long, in-person residential research and field studies institute for dual enrollment students. Pre-institute and post-institute assignments are assigned online.

Prerequisites/Corequisites FAU Dual Enrollment requirements for students in FAU, SDPBC, BCPS, and private high schools with FAU articulation agreements must be met.

Course Objectives/Student Learning Outcomes

1. Develop working knowledge of at least five current environmental issues in South Florida hydrological systems that impact our region, through discussion with community experts, class members, and other stakeholders.
2. Clarify and assess beliefs about social responsibility and personal commitment related to current environmental issues in South Florida hydrological systems, and how to effectively address them as an instructor.
3. Survey relevant literature online and through course readings to connect local environmental issues to a broader context.

4. Identify effective strategies for engaging community experts with sound instructional practices, to evaluate current hydrological issues and possible solutions.
5. Synthesize multiple viewpoints on selected hydrological issues through the use of critical thinking and problem-solving skills.

Course Evaluation Method

- Pre-Institute Assignments (*Mirage* & General Readings) – **20%**

Mirage (15%)

- Students read *Mirage*. *Mirage* presents a thought-provoking review of historic and more recent water issues we face nationally and locally. It provides a foundation of understanding in the importance of water along with the connections of South Florida's ecosystems as they relate to water.
- Students answer questions using information in the *Mirage* text. Each answer should be approximately 200-300 words but less or more is acceptable as long as the question is answered using supporting evidence from the text. Claims-Evidence-Reasoning (CER) is utilized. [Objectives #2, #3, & #5]

General Readings (5%)

- Students read articles about how to conduct scientific research using sound practices, which includes but is not limited to collecting and analyzing data, reviewing scientific work, and recognizing misconceptions and pseudoscience. The basic characteristics of South Florida aquatic ecosystems are also covered.
- Students provide written input and output on their readings. Input collected (e.g. notes, vocabulary, lists, etc.) is separated from output (e.g. concept maps, reflections, inferences, analyses, etc.) [Objectives #3 & #5]

- Participation & Discussion – **20%**

Participation (10%)

- During the in-person institute, students are expected to listen attentively to instructors, guest presenters, and working scientists, as well as positively interact with these individuals and other students throughout all student learning. [Objectives #1-5]

Discussion (10%)

- During the in-person institute, students are expected to add to discussions by bringing up new and relevant topics, and sharing connections made with instructors, guest presenters, working scientists, and other students for all student learning. [Objectives #1-5]

- Exam – **20%**

- Students answer questions based on what they learned from their pre-institute assignments and in-person institute daily field trips, classroom activities, and nightly readings. Field Journals are permitted to be used when taking the exam. [Objectives #1-5]

- Field Journal – **20%**

- Students are taught at the beginning of the in-person institute how to set up, organize, and use their field journal for all educational activities during the entire week. The journal is a soft-cover scientific field notebook, which is also used as a science notebook when not out in the field. Students are given time to finish writing their field journal outputs, organizing, labeling, reflecting, etc. after the in-person institute. [Objectives #1-5]

- Post-Institute Assignment (Final Presentation) – **20%**

- Students learn about the George Bailey Water Prize, and similarly to contest entrants, are tasked with proposing their solutions for addressing nutrient (especially phosphorous) pollution within South Florida hydrological systems, with focus on the Everglades. Presentations will also include what was learned during the in-person institute and how this was used to develop their solution. Either a slide presentation or video may be submitted for this assignment. [Objectives #1-5]

An unexcused absence for any part of a day's activities during the institute, will result in an F for a final grade.

Course Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Late assignments will not be accepted. If University-approved extenuating circumstances would apply, communication must take place with the professor beforehand.

Special Course Requirements

Attendance at the in-person institute is required each day. In addition, students are required to reside on-campus for the full institute and participate in all field trip excursions. The program fee for the institute is \$975.00, payable to Pine Jog Environmental Education Center.

Classroom Etiquette Policy

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and tablets, are to have communicative functions disabled in both classroom and field settings.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient

history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance 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 non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

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

Sexual Misconduct Policy

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices

across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Required Texts/Readings

Pre-Institute

Text (Book):

- Barnett, C. (2008, April 21). *Mirage*. University of Michigan Press. [Available FREE from FAU Libraries in both print and digital form.]

Readings (Articles & Webpages):

- Compound Chem (2014). A rough guide to spotting bad science. Retrieved from <http://www.compoundchem.com/2014/04/02/a-rough-guide-to-spotting-bad-science/>
- Schwartz, M. (2008). The importance of stupidity in scientific research. *Journal of Cell Science*. Retrieved from <http://jcs.biologists.org/content/121/11/1771>
- South Florida Water Management District. 2023. South Florida Environmental Report. Highlights. Retrieved from https://www.sfwmd.gov/sites/default/files/2023_sfer_highlights_FINAL_HR.pdf
- South Florida Water Management District. 2018. Improving Everglades Water Quality. https://www.sfwmd.gov/sites/default/files/documents/infographic_everglades_wq.pdf
- Williams, Jennifer (2017). Huffington Post. How to Read a Scientific Paper. Retrieved from https://www.huffingtonpost.com/jennifer-raff/how-to-read-and-understand-a-scientific-paper_b_5501628.html
- Williams, Mary (2013). ASBP. How to Read a Scientific Paper. Retrieved from <https://aspb.org/wp-content/uploads/2016/04/HowtoReadScientificPaper.pdf>

During Institute (Assigned Nightly)

Readings (Articles & Webpages):

- Morse, Hannah. (2020, 30 November). State Road 7 extension takes step forward; construction could start in 2022. *The Palm Beach Post*. Retrieved from <https://www.palmbeachpost.com/story/news/local/2020/11/30/state-road-7-extension-project-moves-forward-construction-could-start-2022/6268770002/>
- Bukley, Ron. (2021, 17 December). WPB Continues to Oppose State Road 7 Extension. *The Palm Beach Post*. Retrieved from <https://gotowncrier.com/2021/12/wpb-continues-to-oppose-state-road-7-extension/>

- Grassy Waters Preserve. (2017). About Us. Retrieved from <https://grassywaters.org/about-us/>
- Loxahatchee River District. Loxahatchee River District: Wastewater Facility. Retrieved from <https://www.loxahatcheeriver.org/description.php>
- South Florida Water Management District (2018). Stormwater Treatment Areas. Retrieved from <https://www.sfwmd.gov/our-work/wq-stas>
- Busch Wildlife Sanctuary. 2022. Impact Report [Slides 1-16]. Retrieved from <https://www.buschwildlife.org/2022impactreport>
- U.S. Fish & Wildlife Service. 2018. Arthur R Marshall Loxahatchee National Wildlife Refuge. About Us. Retrieved from <https://www.fws.gov/refuge/arthur-r-marshall-loxahatchee/about-us>
- U.S. Fish & Wildlife Service. 2018. Arthur R Marshall. Loxahatchee National Wildlife Refuge. What We Do. Retrieved from <https://www.fws.gov/refuge/arthur-r-marshall-loxahatchee/what-we-do>
- U.S. Fish & Wildlife Service. 2018. Arthur R Marshall. Loxahatchee National Wildlife Refuge. Species. Retrieved from <https://www.fws.gov/refuge/arthur-r-marshall-loxahatchee/species>
- PBCWUD. 2023. Water Utilities – Learn about Water Conservation. Retrieved from <https://discover.pbcgov.org/waterutilities/Pages/Water-Conservation.aspx>
- FAU Harbor Branch Oceanographic Institute (2022). Overview. Retrieved from <https://www.fau.edu/hboi/about/overview/>
- FAU Harbor Branch Oceanographic Institute (2022). Research. Retrieved from <https://www.fau.edu/hboi/research/>
- FAU Harbor Branch Oceanographic Institute (2022). High School Partnerships. Retrieved from <https://www.fau.edu/hboi/education-and-outreach/highschool-partnerships/>
- Killer, Ed. (2018, 26 May). Is it "Lost Summer" or "Lost Decade?" *TCPalm*. Retrieved from <https://www.tcpalm.com/story/sports/2018/05/26/were-recovery-mode/642945002/>
- Treadway, Tyler. (2018, 24 May). Indian River Lagoon benefits, you get break with Treasure Coast summer fertilizer bans. *TCPalm*. Retrieved from <https://www.tcpalm.com/story/news/local/indian-river-lagoon/health/2018/05/24/summer-fertilizer-ban-benefit-indian-river-lagoon-starts-june-1/607514002/>
- South Florida Water Management District. 2022. Kissimmee River. Retrieved from <https://www.sfwmd.gov/our-work/kissimmee-river>
- South Florida Water Management District. 2022. Addressing Blue-Green Algal Blooms. Retrieved from <https://www.sfwmd.gov/our-work/addressing-blue-green-algal-blooms>
- Emanuele, Matisse. (2020, 3 July). Phosphorous is Poisoning Lake Okeechobee and the Everglades. *Save the Water*. Retrieved from <https://savethewater.org/phosphorus-is-poisoning-lake-okeechobee-and-the-everglades/>
- Treadway, Tyler. (2018, 31 May). Lake Okeechobee discharges begin to St. Lucie River, increase to Caloosahatchee River. *TCPalm*. Retrieved from <https://www.tcpalm.com/story/news/local/indian-river-lagoon/health/2018/05/31/lake-okeechobee-discharges-begin-friday-army-corps-engineers-says/652940002/>

Supplementary/Recommended Readings

FAU Pine Jog Environmental Education Center: <http://www.pinejog.fau.edu/>
 FAU Harbor Branch Oceanographic Institute: <http://www.fau.edu/hboi/>
 Center for Environmental Studies Riverwoods: <http://www.ces.fau.edu/riverwoods/>
 Environmental News Network: <http://www.enn.com>
 Florida Department of Environmental Protection: <http://www.dep.state.fl.us>
 Florida Institute for Agricultural Sciences: <http://www.ifas.ufl.edu>

Keep Palm Beach County Beautiful: <http://www.keepPBCbeautiful.org>
Palm Beach County ERM: <http://www.co.palm-beach.fl.us/ERM>
South Florida Water Management District: <http://www.sfwmd.gov>
Florida Oceanographic Society: <http://www.floridaocean.org/>
Spoil Island Project, DEP: <http://spoilislandproject.org/>
Grassy Waters Nature Preserve: <http://wpb.org/grassywaters/>
Lake Worth Lagoon: <http://www.pbcgov.com/erm>
Palm Beach County Water Utilities Department: <https://discover.pbcgov.org/waterutilities/>
Busch Wildlife Sanctuary: <https://www.buschwildlife.org/>
Arthur R. Marshall Loxahatchee NWR: <https://www.fws.gov/refuge/arthur-r-marshall-loxahatchee>

Course Topical Outline

Assignments

All assignments revolve around the institute's week-long study of freshwater and saltwater ecosystems in South Florida and their interconnectedness with each other as well as humans.

- Pre-Institute Assignment (Mirage & General Readings) – DUE 6/9, 6/23, or 7/14 in Canvas
- Participation & Discussion – FINISHED by 6/14, 6/28, or 7/19 in person.
- Exam (Post-Test) – DUE 6/16, 6/30, or 7/21 in Canvas
- Field Journal – DUE 6/28, 7/12, or 7/28 at Pine Jog Environmental Education Center
- Post-Institute Assignment (Final Presentation) – DUE 6/30, 7/14, or 8/2 in Canvas

Institute Schedule (Subject to Change)

Monday (6/10, 6/24, or 7/15)

FAU Jupiter

8:00-8:30 Student Check-In at Outside Tables

8:30-8:45 Introduction in RH Courtyard w/ Gregory Goebel, Institute Coordinator

8:45-9:00 Pre-Test in RH Courtyard w/ Gregory Goebel, Institute Coordinator

9:00-9:15 Load Bus

Grassy Waters Preserve (all outside - you will get wet!)

9:15-9:45 Travel on Bus to Grassy Waters Preserve

9:45-10:00 Introduction by Grassy Waters Staff / Change Clothes / Use Restrooms

10:00-11:15 Dipnetting w/ Lauren Butcher, Environmental Education Coordinator

11:15-12:30 Swamp Tromp w/ Lauren Butcher, Environmental Education Coordinator

12:30-1:00 Lunch

1:00-2:00 Everglades Literacy Activity: *Everglades Dilemmas*

2:00-2:30 Hike Rest of Boardwalk

2:30-3:00 Travel Back on Bus to FAU Jupiter

FAU Jupiter

3:00-3:15 Break in Residence Hall

3:15-3:30 Campus Tour

3:30-4:00 Introductory Activity in Room AD 104

4:00-5:30 Program Overview w/ Gregory Goebel, Institute Coordinator, in Room AD 104

5:30-6:15 Dinner in Dining Hall

6:15-8:00 Everglades Literacy Activity w/ Dr. Erin Mitchell: *The Heart of a Watershed* in Room AD 104

8:00-9:00 Group Social Activity Time in Burrow

9:00-10:30 Evening Reading/Journaling/Prep for Next Day/Clean up in Residence Hall

10:30 Lights Out in Suite (May continue working quietly in individual rooms)

Tuesday (6/11, 6/25, or 7/16)

FAU Jupiter

7:30-8:00 Breakfast in Dining Hall

8:00-8:15 Load Buses

FAU Riverwoods Field Laboratory (inside & outside - you will get wet!)

8:15-10:00 Travel on Bus to FAU Riverwoods

10:00-10:10 Unpack & Get Settled

10:10-10:50 Introductions & Welcome w/ Amber Moore, Director

Kissimmee River Then & Now Video, PowerPoint, and Prep for River Exploration

10:50-11:00 Travel about 5 km on Bus to board Kissimmee Explorer pontoon boat at the historic Pearce Homestead on the restored Kissimmee River w/ Boat Captain

11:00-11:30 Cruise to view Kissimmee River Restoration & Remnant of Canal. Conduct Diversity and Bird Abundance Surveys.

11:30-Noon Lunch on Boat

Noon-1:15 Disembark on a restored sandbar to dipnet and identify aquatic invertebrates.

1:15-2:30 Conduct Wetland Plant ID while cruising back to dock. Conduct water quality testing.

2:30-2:40 Travel Back on Bus to FAU Riverwoods

2:40-3:15 Rest, Relaxation, & Watermelon

3:15-5:00 Review of Kissimmee River Data, Lake Okeechobee PPT, & Investigations

5:00-5:45 Dinner & Clean up House (clean rooms, trash out, lights off, & turn AC down)

5:45-6:30 Travel on Bus to Lake Okeechobee Park

6:30-7:00 Hike to Pier for Journaling

7:00-8:00 Travel Back on Bus to FAU Jupiter

FAU Jupiter

8:00-9:00 Group Social Activity Time in Burrow

9:00-10:30 Evening Reading/Journaling/Prep for Next Day/Clean up in Residence Hall

10:30 Lights Out in Suite (May continue working quietly in individual rooms)

Wednesday (6/12, 6/26, or 7/17)

FAU Jupiter

7:30-8:00 Breakfast in Dining Hall

8:00-8:15 Load Buses

Arthur R. Marshall Loxahatchee National Wildlife Refuge / Wakodahatchee Wetlands (inside & outside)

8:15-9:00 Travel on Bus to Arthur R. Marshall Loxahatchee National Wildlife Refuge

9:00-10:00 Introduction & Video in Theater w/ Lox NWR Staff

10:00-11:00 Environmental Presentation in Theater w/ Dr. Donatto Surratt, Ecologist

11:00-11:30 LILA Presentation in Theater

11:30-12:30 Hike Marsh Trail and/or Hike to LILA

12:30-1:00 Lunch at C6 Pavilion

1:00-1:30 Hike Cypress Swamp Trail

1:30-2:00 Explore Exhibits

2:00-2:30 Travel on Bus to Wakodahatchee Wetlands

2:30-3:45 Wetlands Tour
3:45-4:30 Travel Back on Bus to FAU Jupiter

FAU Jupiter

4:30-5:30 Everglades Literacy Activity: *The Everglades & Aquifers* in Room AD 104
5:30-6:15 Dinner in Dining Hall
6:15-8:00 Everglades Literacy Activity: *Design a Perfect Beast* in Room AD 104

Thursday (6/13, 6/27, or 7/18)

FAU Jupiter

7:30-8:00 Breakfast in Dining Hall
8:00-8:15 Load Buses
FAU Harbor Branch Oceanographic Institute (inside & outside - you will get wet!)
8:15-9:45 Travel on Bus to FAU HBOI
9:45-10:00 Welcome and Get Settled
10:00-10:15 Introduction & Overview w/ Education Staff
10:15-11:45 Sampling in Field at Johnson House
11:45-Noon Change into Dry Clothes at Education Center
Noon-12:30 Lunch
12:30-1:00 Data Share & Analysis
1:00-2:00 HBOI Tour at Ocean Discovery Visitors Center
2:00-2:45 Taxonomy Lab in Biochemistry Lab
2:45-3:30 Plankton Collections & Laboratory Microscope Work in HBOI Biochemistry Lab
3:30-5:00 Tour & Presentation at Command Center
5:00-6:15 Travel Back on Bus to FAU Jupiter
6:15-7:00 Dinner in Dining Hall
7:00-8:00 Everglades Literacy Activity: *Who Wants to be a Water Manager?* In Room AD 104
FAU Jupiter
8:00-9:00 Group Social Activity Time in Burrow
9:00-10:30 Evening Reading/Journaling/Prep for Next Day/Clean up in Residence Hall
10:30 Lights Out in Suite (May continue working quietly in individual rooms)

Friday (6/14, 6/28, or 7/19)

FAU Jupiter

7:00-7:30 Clean Rooms, Return Key/Card, Store Luggage - but take what you need for today!
7:30-7:45 Room Checks
7:45-8:15 Breakfast in Dining Hall
8:15-8:30 Load Buses
Loxahatchee Wastewater Treatment Plant / Busch Wildlife Sanctuary (mostly outside)
8:30-8:45 Travel to Loxahatchee Wastewater Treatment Plant
8:45-9:30 Review Mirage & Pre-Institute Assignment
9:30-10:00 Introduction by Lox WTP Staff
10:00-11:00 Plant Tour
11:00-Noon Water Testing in Conference Room
Noon-12:30 Lunch at Picnic Tables
12:30-12:45 Short Walk to Busch Wildlife Sanctuary
12:45-1:00 Introduction by Busch Staff
1:00-2:45 Sanctuary Tour
2:45-3:00 Travel Back on Bus to FAU Jupiter
FAU Jupiter

3:00-4:00 Program Evaluations/Post-Survey/Post-Institute Briefing in Room AD 104
4:00-4:30 Return to Residence Hall & Gather Belongings; Wait in Lobby until Driver Arrives
4:30 Student Check-Out at Outside Tables

Special Note: Due to the evolving nature of environmental education, content on this syllabus is subject to update/change with appropriate notice.