

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG: _____

DEPARTMENT NAME: TEACHING AND LEARNING	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: SCE 6344	CURRENT COURSE TITLE: ADVANCED METHODS OF ENVIRONMENTAL EDUCATION

CHANGE(S) REQUESTED

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: _____</p> <p>CHANGE GRADING FROM _____ TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE PREREQUISITES TO: SCE 6345</p> <p>CHANGE MINIMUM GRADE TO: _____</p> <p>CHANGE COREQUISITES TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE OTHER REGISTRATION CONTROLS TO: GRADUATE STUDENTS ONLY</p> <p>OTHER _____</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE PREFIX FROM _____ TO: _____</p> <p>CHANGE COURSE No. FROM _____ TO: _____</p> <p>CHANGE TITLE TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE DESCRIPTION TO: COURSE FOCUSES ON STRONG COLLABORATION AMONG FORMAL AND NON-FORMAL EDUCATORS BY INTEGRATING ENVIRONMENTAL EDUCATION INTO OTHER CONTENT AREAS. REQUIREMENTS: READINGS, DISCUSSIONS, OUTDOOR EDUCATION FIELD TRIP, SERVICE LEARNING, AND FINAL PROJECT LINKING COURSE CONTENT TO LESSON/UNIT PLANS.</p>
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<p>CHANGES TO BE EFFECTIVE (TERM): SPRING 2011</p>	<p>Attach syllabus for ANY changes to current course information.</p>
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<p>Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES _____ X NO _____</p>	<p>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: ENV 4. D&SI: PAD and U&RP 5. ED: CCEI, CSD, CED, EL&RM, ES&HP and ESE 6. E&CS: EEGN 7. BUS: ECO 8. BIOMED: BIOMED 9. A&L: COM, ENG, PHI, POS and WS</p>
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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)

<p>SIGNATURES</p> <p>Approved by:</p> <p>Department Chair: <u>Barbara Lidener</u></p> <p>College Curriculum Chair: <u>Linda Velho</u></p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p><u>10/25/10</u></p> <p><u>10/25/10</u></p> <p>_____</p> <p>_____</p>	<p>SUPPORTING MATERIALS</p> <p>Syllabus—must include all criteria as detailed in UGPC Guidelines.</p> <p>Go to: http://graduate.fau.edu/gpc/ to access Guidelines and to download this form.</p> <p>Written Consent—required from all departments affected.</p>
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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.

**Department of Teaching and Learning
College of Education
Florida Atlantic University**

SCE 6344 Advanced Methods of Environmental Education

Catalog Description:

Course focuses on strong collaboration among formal and non-formal educators by integrating environmental education into other content areas. Requirements: readings, discussions, outdoor education field trip, service learning and project linking course content to lesson/unit plans.

Prerequisite:

SCE 6345

Course Connection to Conceptual Framework:

As reflective decision-makers, students make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals by documenting and presenting knowledge, skills and dispositions that demonstrate abilities to teach environmental education, through hands-on and inquiry based approaches that indicate awareness of developmental and age appropriate characteristics of children and adults (k-adult).

Required Texts:

Environmental education materials: Guidelines for excellence (2004). *North American Association for Environmental Education (NAAEE)*. <http://www.naaee.org> .

Excellence in environmental education: Guidelines for learning (Pre K-12). (2004). *North American Association for Environmental Education (NAAEE)*. <http://www.naaee.org>.

Guidelines for the preparation and professional development of environmental educators. (2004). *North American Association for Environmental Education (NAAEE)*. <http://www.naaee.org>.

Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education* (3rd ed.). pp.105-160, 423-443. Champagne, IL.: Stipes.

Nonformal environmental education programs: Guidelines for excellence (2004). *North American Association for Environmental Education (NAAEE)*. www.naaee.org.

Simmons, B. (Ed.). (2005). Preparing effective environmental educators. *North American Association for Environmental Education (NAAEE)*.

Wiggins, G. & McTighe, J. (2005). Understanding by design. *Association for Supervision Curriculum Development (ASCD)*.

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 apply theories of learning and development when planning, delivering, and improving environmental education instruction (3.1).
2. Students will apply understanding of learning processes when planning, delivering, and improving environmental education (3.2).

3. Students will align NAAEE's *Guidelines for Learning (PreK-12)* and associated environmental literacy components with national, state, and district content standards (4.1).
4. Students will use alignment results to select, adapt, and develop environmental education curricular and instructional materials (4.2).
5. Students will seek opportunities to integrate environmental education into standards-based curricula and school programs (4.3).
6. Students will describe and critically review a range of instructional materials, resources, technologies, and settings for use in environmental education (5.1).
7. Students will demonstrate ability to impact learning by delivering developmentally, culturally, and linguistically appropriate environmental education instruction (5.4).
8. Students will integrate assessment that meets diverse needs into environmental education instruction (6.1).

Written Guidelines (graded acceptable/not acceptable):

- Written component of your final project must total no more than 12 pages and no less than 10 pages (excluding title page and rationale). A four lesson integrated unit is required.
- Document results of your teaching by including survey results from students, educators, etc.
- 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: (recommended for formal and non-formal curriculum at all levels)

- Ansberry, K. & Monrgan, E. (2005). Picture-perfect science lessons: Using children's books to guide inquiry (grades 3-6). *National Science Teachers Association (NSTA)*.
- Brown, J. (2004). Making the most of understanding by design. *Association for Supervision Curriculum Development (ASCD)*.
- McTighe, J. & Wiggins, G. (2004). Understanding by design: Professional workbook. *Association for Supervision Curriculum Development (ASCD)*.
- Ohana, C., Zerry, M., Mayes, V., et al. (Eds.). *Science and children*. (2005, Summer).
- Saul, E. (Ed.). (2004). Crossing borders in literacy and science instruction: Perspectives on theory and practice. *International Reading Association (IRA) and NSTA*.
- Tomlinson, C. & McTighe, J. (2006). Integrating differentiated instruction: Understanding by design. *Association for Supervision Curriculum Development (ASCD)*.
- Yager, R. & Falk, J. (2008). (Eds.). *Exemplary science in informal education settings: Standards based success stories*. Arlington, VA: NSTA Press.

Recommended Websites:

- Environmental Protection Agency: Lesson Plans and Resources
<http://www.epa.gov/teachers/>
- Facing the Future – Lessons and Resources for Teaching about Global Issues
<http://www.facingthefuture.org/default.aspx>
- Population Connection
<http://www.populationeducation.org/>
- Roots and Shoots (Jane Goodall Institute)
<http://www.rootsandshoots.org/>

Course Requirements:

Project integrating EE into four different subjects	Points	% of Course Grade
<p>Introduction (Opening):</p> <ul style="list-style-type: none"> Title Page: Letter prefix/number/title of course, your name, course instructor, and title of project/unit. Autobiography: Presented during 1st class. Rationale: State your reasons for integrating EE into each of the four lessons presented in your portfolio. <p>Service Learning:</p> <ul style="list-style-type: none"> Observe several lessons or activities at formal or non-formal site, at which you are <u>not</u> already working. Analyze the lessons observed and create an original lesson for the site based on goals of the organization and current best teaching practices. Teach your lesson, request feedback from one of the administrators at the site and write reflections. Provide your reflections to personnel at the site and request feedback. <p>Readings (1/2 page each): Review of Literature: 10 annotations (APA):</p> <ul style="list-style-type: none"> 5 from assigned articles in <i>Essential Readings</i> (from 2p papers) 2 from <i>Making the Most . . .</i> or outside readings (from 2p papers) 5 from <i>NAAEE Booklets/Monograph</i> (at least one from each) <p>Lessons: EE as the unifying link among lessons in 4 different areas.</p> <p>Outdoor Field Trip (Riverwoods): Participation, written journal, critique of website</p> <p>Next Steps (Closing): State your plan to use the information gathered (service learning, readings, lessons/units, field trip) to enhance your current or future employment in the field of environmental education (or related field).</p> <p>Reference List: Bibliography in APA format.</p>	<p>0</p> <p>1</p> <p>4</p> <p>Up to 12</p> <p>Up to 24</p> <p>Up to 20</p> <p>Up to 9</p> <p>Up to 8</p> <p>0</p>	<p>0%</p> <p>0%</p> <p>4%</p> <p>12%</p> <p>24%</p> <p>20%</p> <p>9%</p> <p>8%</p> <p>0%</p>
<p>Interactive Presentation:</p> <ul style="list-style-type: none"> Open with a 5-minute overview explaining why you selected the 4 subject areas in your portfolio. Teach a <u>different</u> lesson from your portfolio, including an activity in which all of the class can participate. Close by relating the lesson taught and class activity to your future employment plans. 	<p>Up to 7</p>	<p>7%</p>
<p>Quizzes: <i>Understanding by Design</i> (3)</p>	<p>Up to 15</p>	<p>15%</p>
<p>TOTAL</p>	<p>100</p>	<p>100%</p>

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 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:

Weeks	Topics	Assignments Due
1	<p><u>Student Presentations:</u> Autobiographies</p> <p><u>Instructor Presentation:</u> Overview, including syllabus, course requirements, and class structure.</p> <p><u>Instructor Presentation:</u> Formal lesson plan format, including the purpose and importance of each section.</p>	<p>Be prepared to present a written and oral autobiography that includes:</p> <ol style="list-style-type: none"> 1. Where you have lived. Where you hope to work. Your dream job. 2. Higher education schools you have attended and degrees earned. 3. How you became interested in environmental education. 4. Whether you are interested in formal (k-12) or non-formal (k-adult). 5. Environmental issues that you believe <u>are</u> being adequately addressed either through education or by the government. 6. Environmental issues that you believe are <u>not</u> being adequately addressed. Include your suggestions for positive intervention. 7. How you anticipate this course will further your career/knowledge. 8. Why developing lesson plans is required in this course, especially if you are NOT a teacher or do NOT intend to become a teacher. 9. Why you think integrating subject matter is required in this course. 10. How you define formal and non-formal environmental education, differentiated instruction, and inquiry-based approaches to learning. 11. What the term <i>age appropriate</i> means in environmental education.

2	<u>Student Presentations:</u> <i>Essential Readings in Environmental Education.</i>	Read and prepare to present a two-page paper on the following articles from <i>Essential Readings in Environmental Education</i> . Your paper must include a one-page summary and one page stating your thoughts regarding each article: 1. Goals for Curriculum Development in Environmental Education, pp.105-113. 2. Curriculum Development in Environmental Education for Primary School, pp. 114-125.
3	<u>Discuss:</u> <i>Guidelines for the Preparation and Professional . . .</i>	Read and be prepared to discuss (booklet online): <i>Guidelines for the preparation and professional development of environmental educators.</i>
4	<u>Discussion:</u> <i>Understanding by Design (UbD)</i>	Read and be prepared to discuss <i>UbD</i> , pp.vi-125: 1. Preface, Acknowledgements, and Introduction. 2. Backward Design. 3. Understanding and Gaining Clarity on Our Goals. 4. Six Facets of Understanding. 5. Essential Questions: Doorways.
5	<u>Discuss:</u> Reasons for selecting your site and content you will teach. Activity: Use assigned readings to help set up your observation format.	1. Call and arrange your observation AND teaching site (location). 2. Be prepared to share the reasons you chose that specific site. 3. Be prepared to share the content area (selected from the following list), from which you will be teaching your first integrated lesson: mathematics, science, reading, social studies, writing, language arts, art and music.
6	<u>Student Presentations:</u> <i>Essential Readings in Environmental Education</i>	Read and be prepared to present a two-page paper on the following articles from <i>Essential Readings in Environmental Education</i> . Your paper must include a one-page summary and one page stating your thoughts and ideas regarding each article: 1. Environmental Education in the K-12 Curriculum: Finding a Niche, pp. 127-140. 2. Integration and Curriculum Design, pp. 141-160. 3. General Teaching Method (GTM), pp. 423-443.
7	<u>Discussion/Activity:</u> <i>Environ Ed Materials...</i> Develop/set up your observation format. <i>Nonformal ...</i> Critique and integrate EE into your observed lesson. <i>Preparing Effective ...</i> integrate/use at least 2 recommended methods.	Read and be prepared to discuss: 1. <i>Environmental Education Materials: Guidelines for Excellence.</i> How does this booklet help you develop and set up your individual observation format? 2. <i>Nonformal Environmental Education Programs: Guidelines for Excellence.</i> How does this booklet help you critique and integrate/ incorporate environmental education into the observed lesson? 3. <i>Preparing Effective Environmental Educators: Monograph Series.</i> How does this booklet help you to understand effective methods that are recommended for the preparation of environmental educators?
8	<u>Discussion and Quiz:</u> <i>Understanding by Design (UbD)</i>	Read, be prepared to discuss and take a short quiz on <i>UbD</i> , pp. 126-190: 1. Crafting Understandings. 2. Thinking Like an Assessor. 3. Criteria and Validity.

9	<p><u>Present:</u> Observation findings & critique each others' observations</p> <p><u>Discuss:</u> <i>Excellence in Environmental . . .</i></p>	<p>Conduct and critique your site observation. Be prepared to discuss the subject area you will be integrating into your EE lesson. Your lesson must tie into the needs of the class or program at your site.</p> <p>Read and be prepared to discuss (booklet online): <i>Excellence in Environmental Education: Guidelines for Learning . . .</i></p>
10	<p><u>Present:</u> <i>Making the Most . . .</i> OR two outside readings related to your content areas.</p> <p><u>Discuss:</u> Your content area and how you will integrate it into your EE lesson plan.</p>	<p>Read and be prepared to present a two-page paper on <u>either</u> the following readings from <i>Making the Most of Understanding by Design</i> OR two outside articles, chapters or websites related to your content area(s). Your paper must include a one-page summary and one page stating your thoughts and ideas regarding each reading:</p> <ol style="list-style-type: none"> 1. Promoting Student Achievement and Addressing State and District Standards, pp. 58-79. 2. Promoting Student Understanding, pp. 80-98.
11	<p><u>Discuss and Quiz:</u> <i>Understanding . . .(UbD)</i> Set up: lesson & critique format for lesson.</p>	<p>Read, be prepared to discuss, and take a short quiz on <i>UbD</i> pp. 191-274:</p> <ol style="list-style-type: none"> 1. Planning for Learning. 2. Teaching for Understanding. 3. The Design Process.
12	<p><u>Share:</u> Feedback from your site supervisor and your own reflections.</p> <p><u>Compile:</u> Portfolio of 4 lessons from <u>different</u> subject areas, including lesson already taught.</p> <p><u>Construct:</u> integrated lessons using EE</p>	<ol style="list-style-type: none"> 1. Teach your 1st lesson and get feedback from the supervisor onsite. 2. Write up your own reflections on your lesson, delivery, and student participation. Submit reflections with final project. 3. Select three <u>other</u> subject areas from the following: mathematics, science, reading, social studies, writing, language arts, art and music. 4. Consider how you will integrate these four different lessons using environmental education as the core and tie them to the concept you taught in your 1st lesson.
13	<p><u>Discuss and Quiz:</u> <i>Understanding . . .(UbD)</i></p> <p><u>Share:</u> Critique of the Riverwoods Field Lab.</p>	<p>Read, be prepared to discuss and take a short quiz on <i>UbD</i>, pp. 275-325:</p> <ol style="list-style-type: none"> 1. The Big Picture: UbD as Curriculum Framework. 2. "Yes, but" 3. Afterward: Getting Started. <p>Browse the Riverwoods Field Lab internet site and write a critique following the guidelines provided by the instructor.</p>
14	<p>Keep a journal, record information about each of the activities you observe or in which you participate during the Riverwoods field trip.</p>	<p>Bring a journal and a writing implement for field trip to Riverwoods. Prepare the journal, in advance, to record the following information: For rated entries, use the following scale: 5 = Excellent; 4 = Very Good; 3 = Satisfactory; 2 = Fair; 1 = Needs Improvement.</p> <ol style="list-style-type: none"> 1. Describe each activity and how it was presented. 2. Rate the value of each activity to learning (5-1). 3. Rate the knowledge of each presenter (5-1). 4. Rate the interest level for the learners (5-1). 5. Rate the variety of the formats used by the center (5-1). 6. Rate the importance of each activity to EE (5-1) 7. Explain whether you would change/improve anything and give your recommendations.

15	<u>Discuss:</u> Journals <u>Share:</u> Portfolios <u>Critique:</u> Portfolios <u>Present:</u> One Lesson <u>Submit:</u> Portfolios* <u>SPOT:</u> Evaluations	1. Complete your portfolio of four different lessons. 2. Prepare your interactive presentation of one lesson. 3. Complete your Riverwoods Field Lab Journal . Next Course: SCE 6644 Trends and Issues in EE 1. Recommended for students completing the Master's in EE. 2. Completed the Fall semester before SCE 6196 Capstone in EE.
16	Portfolio Deadline*	You may submit your completed portfolios by e-mail. Date TBA.

SCE 6344 Adv Methods of Environmental Education (Course Change Approval)

Bibliography:

I. Books

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- Beegel, S., Shillinglaw, W., & Tiffney, W., Jr. (Eds.). (1997). *Steinbeck and the environment: Interdisciplinary approaches*. Tuscaloosa: University of Alabama Press
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- Flannery, T. (2005). *The weather makers: How man is changing the climate and what it means for life on earth*. New York, NY: Grove Press.
- Friedman, T. (2008). *Hot, flat and crowded*. New York, NY: Farrar, Straus, and Giroux.
- Goleman, D. (2009). *Ecological intelligence*. New York, NY: Crown Publishing.
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II. Professional Associations, Agencies, Reports and Publications (cut and paste websites):

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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

http://uc.princeton.edu/main/index.php?option=com_content&task=view&id=1345&itemid=20

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.naaee.org>

Ocean Project

<http://www.theoceanproject.org/>

One Million Acts of Green

<http://www.greenexus.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_naee_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

<http://www.highbeam.com/Australian+Journal+of+Environmental+Education/publications.aspx>

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

<http://www.epa.vic.gov.au/publications/library/journals.asp>

VIII. Curriculum and Instruction Websites:

Bureau of K-12 Assessment (FCAT)

<http://www.fldoe.org>

Florida Standards (Sunshine State Standards)

<http://www.floridastanards.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/cr_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/intro.html>

<http://www.ed.gov/pubs/NatAtRisk/risk.html>

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<http://www.csmonitor.com/2003/0422/p13s02-lepr.htm>

No Child Left Behind (NCLB)

<http://www.ed.gov/nclb/landing.jhtml>

Traub, J. (1999). *Better by design? A consumer's guide to schoolwide reform*

<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/>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

X. Evaluation Tool Website:

<http://school.discoveryeducation.com/schrockguide/eval.html>

XI. Writing a Critical Book Review Websites:

<http://apps.carleton.edu/curricular/history/study/criticalbookreview/>

<http://www.hamilton.edu/writing/bookreview.html>

XII. FAU Center for Excellence in Writing Website:

<http://www.fau.edu/UCEW/WC>

XIII. FAU Faculty Research Website:

<http://www.fau.edu/research/ovp/faculty-research.php>

XIV. FAU Graduate Student Association Website:

<http://www.fau.edu/sga/gsa.php>

Environmental Education Bibliography (Summer 2010)

Kristy Demeo

From: Carol Meltzer [carolmeltzer@bellsouth.net]
Sent: Thursday, October 07, 2010 10:00 AM
To: Kristy Demeo; Kristina Cornwell
Subject: No-Conflict Documentation and Graduate Course Change Requests for EE Courses
Attachments: SCE 6196 FAU Graduate Course Change Request.wps; SCE 6344 FAU Graduate Course Change Request.wps; SCE 6345 FAU Graduate Course Change Request.wps; SCE 6644 FAU Graduate Course Change Request.wps

Hello Again Krisy and Kristina,

The EE Course Change Requests are attached. The No-Conflict documentation is imbedded in this e-mail. I would appreciate you letting me know if you are able to download and print.

Regards,

Carol

On 7/12/2010 2:43 PM, Carol E Meltzer wrote:

Dear Colleagues,

You are receiving this request, for no-conflict documentation, because at least one course offered through your department has been approved as a required or elective course in the Master's Degree (M.Ed.) in Environmental Education. This interdisciplinary, university-wide program was approved in August 2008. All of the courses, represented by the attached syllabi, were approved at that time. Over the past two years, it has been determined that moving some of the content, from one course to another, will allow for more effective presentation to our students. As a result, prerequisites and catalog descriptions of all four courses have been updated and the title of the capstone course has been modified to more clearly express the purpose of the course. I would appreciate you reviewing the attached syllabi, and confirming by return e-mail (by Friday, July 23rd), that these courses do not conflict with any offerings in your departments. Please let me know if you would like to receive the full listing of approved required and elective courses, or if you have any questions about the Master's Degree (M.Ed.) in Environmental Education.

Regards,

Carol E. Meltzer, Ed.D.

Environmental Education Interdisciplinary Programs Coordinator

College of Education

meltzer@fau.edu

Previous Attachment :SCE 6196 Capstone Study in Environmental Education (Syllabus for Course Change Approval).docx

Previous Attachment :SCE 6644 Trends and Issues in Environmental Education (Syllabus for Course Change Approval).docx

Previous Attachment :SCE 6344 Advanced Methods of Environmental Education (Syllabus for Course Change Approval).docx

Previous Attachment :SCE 6345 Perspectives of Environmental Education (Syllabus for Course Change Approval).docx

On 7/12/10 2:51 PM, William O'Brien wrote:

Hi, Carol,

There are no conflicts between these courses and our Honors College offerings (which are exclusively undergraduate courses). Thanks for checking.

Bill O'Brien

On 7/12/10 2:59 PM, Dr. Ron Nyhan wrote:

Carol:

No conflict with the Master's of Nonprofit Management or Master's of Public Administration degree programs.

Ron Nyhan

Coordinator, MNM & MPA

On 7/12/10 3:49 PM, Russell Ivy wrote:

Carol,

I have reviewed the courses below and find no conflict with any offerings in the Geosciences Department.

SCE 6196

SCE 6644

SCE 6344

Russ Ivy

Chair, Geosciences

On 7/13/10 12:13 PM, J. William Louda wrote:

Dear Carol;

I do not see any conflict between anything that I teach (I assume that you mean CHS6611 in my case ??) and any of these courses.

Cheers.

Bill

Dr. J. William Louda, Senior Scientist
Department of Chemistry and Biochemistry
and The Environmental Sciences Program
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431 USA
(561) 297-3309 FAX (561) 297-2759
blouda@fau.edu

On 7/13/10 2:39 PM, Lee C Klingler wrote:

Dear Carol,

Greetings! I hope all is well with you and Denny. I haven't heard from you in a while.

I don't see any problems with your revised syllabi.

Best regards,
Lee

On 7/14/10 4:24 PM, Shirley Gordon wrote:

Carol, I do not see a conflict with courses in the College of Nursing.

On 7/23/10 8:41 AM, Dale E. Gawlik wrote:

Carol,

I have reviewed the attached syllabi and I do not see a conflict with courses offered in the Biology Department or Environmental Sciences Program.

Best regards.

Dale Gawlik

From: Jerome E Haky <hakyj@fau.edu>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Cc: Cyril Parkanyi <parkanyi@fau.edu>
Sent: Tue, July 27, 2010 10:27:15 AM
Subject: Re: Fw: Master's Degree in Environmental Education

Dear Dr. Meltzer,

I have examined the syllabi for the courses that you attached. Based on this examination, I have concluded that these courses do not significantly overlap any courses that the Department of Chemistry and Biochemistry currently offers.

Please contact me again if you have any further questions or concerns.

Regards,

JEH

From: Wenying Xu <wxu@fau.edu>
To: Carol Meltzer <carolmeltzer@bellsouth.net>
Cc: Andrew Furman <afurman@fau.edu>
Sent: Tue, July 27, 2010 10:56:59 AM
Subject: RE: Master's Degree in Environmental Education

Dear Carol,

Thank you for consulting us on this program! Like Andy, I am surprised that this new degree has been approved without any consultation with English, whose course is part of this degree's curriculum. However, I don't see any conflict in your using LIT 4434 Literature and the Environment. We don't offer this course regularly, but when it's offered, your students are welcome to enroll. I also want to point out that this is an undergraduate course, which I am sure you know.

Best,

Wenying

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

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 <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

