

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 6345	CURRENT COURSE TITLE: PERSPECTIVES OF ENVIRONMENTAL EDUCATION

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION CHANGE CREDITS FROM _____ TO: _____ CHANGE GRADING FROM _____ TO: _____ X CHANGE PREREQUISITES TO: GRADUATE STUDENTS ONLY CHANGE MINIMUM GRADE TO: _____ CHANGE COREQUISITES TO: _____ CHANGE OTHER REGISTRATION CONTROLS TO: _____ OTHER _____	SHOW "X" IN FRONT OF OPTION CHANGE PREFIX FROM _____ TO: _____ CHANGE COURSE No. FROM _____ TO: _____ CHANGE TITLE TO: _____ X CHANGE DESCRIPTION TO: COURSE PROVIDES AN OVERVIEW OF THE HISTORICAL AND CONCEPTUAL FRAMEWORKS THAT DEFINE THE FIELD OF ENVIRONMENTAL EDUCATION. REQUIREMENTS: READINGS, DISCUSSIONS, REFLECTION JOURNALS, SERVICE LEARNING, PRESENTATIONS, POSSIBLE FIELD TRIP, AND FINAL PROJECT LINKING COURSE CONTENT TO CAREER GOALS.
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CHANGES TO BE EFFECTIVE (TERM): FALL 2011	Attach syllabus for ANY changes to current course information.
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Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES _____ X 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: 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
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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)

SIGNATURES

SUPPORTING MATERIALS

Approved by: Department Chair: <u>Barbara Ridener</u> College Curriculum Chair: <u>Linda Webb</u> College Dean: _____ UGPC Chair: _____ Dean of the Graduate College: _____	Date: <u>10/25/10</u> <u>10/25/10</u> _____ _____	Syllabus—must include all criteria as detailed in UGPC Guidelines. Go to: 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 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 6345 Perspectives of Environmental Education

Catalog Description:

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

Prerequisite:

Graduate Students Only

Course Connection to Conceptual Framework:

As reflective decision-makers, students make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals by documenting and presenting knowledge, skills and dispositions that demonstrate understanding of the goals of environmental education, appropriately presented in the classroom and community at all grade and age levels (k-adult).

Required Texts:

- Elder, J. (2003). A field guide to environmental literacy. *North American Association for Environmental Education (NAAEE)*.
- Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education* (3rd ed.). pp. 1-56, 377-386, 399-404. Champagne, IL: Stipes Publishing.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Smith, G. & Sobel, D. (2010). Place-based and community-based education in schools (sociocultural, political, historical studies in education). Great Barrington, MA: *The Orion Society*.

Required Websites:

- Children and nature 2008: A report on the movement to reconnect children to the natural world.
<http://www.childrenandnature.org/uploads/CNNMovement.pdf>
- David Orr on climate change and applied hope.
<http://www.ecoliteracy.org/essays/climate-change-and-applied-hope>
- Ecoliteracy: The challenge for education in the next century.
<http://www.scribd.com/doc/17354372/Capra-Fritjof-Ecoliteracy->
- Green at fifteen? How 15-year-olds perform in environmental science and geo . . . in PISA 2006.
http://www.oecd.org/document/22/0,3343,en_32252351_32236191_42466966_1_1_1_1.00.html
- Purdue Online Writing Lab. <http://owl.english.purdue.edu>
Key words: annotated bibliography, review of literature, etc.

Guidelines Used in Developing Course Objectives: NAAEE/NCATE

North American Association for Environmental Education Standards (NAAEE)

National Council for Accreditation of Teacher Education (NCATE)

Course Objectives: <http://www.naaee.org>

1. Students will demonstrate an understanding of how environmental education has evolved over time and continues to change (1.1).
2. Students will demonstrate an understanding of the defining characteristics and guiding principles of environmental education (1.2).
3. Students will demonstrate understanding of the components of environmental literacy (1.3).
4. Students will demonstrate an understanding of the processes and systems that comprise the environment, including Earth as a physical system, the living environment, and human social systems and influences (2.2).
5. Students will demonstrate an understanding of the importance of exercising the rights and responsibilities of environmental citizenship (2.4).

Written Guidelines (graded acceptable/not acceptable):

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

Recommended Readings (please review different books, other selections approved):

- Brinkley, D. (2009). *The Wilderness warrior: Theodore Roosevelt . . .* New York, NY: Harper Collins.
- Carson, R. (1962). *Silent spring*. New York, NY: Houghton Mifflin Company.
- Clayton, S. & Opatow, S. (2003). *Identity and the natural environment*. Boston, Mass.: MIT.
- Craven, G. (2009). *What's the worst that could happen? A rationale response to the climate change debate*. New York, NY: Penguin Group (USA) Inc.
- Faris, A. (2009). *Forecast: The consequences of climate change from the Amazon to the Arctic, from Dafur to Napa Valley*. New York, NY: Henry Holt and Company, LLC.
- Flanery, 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 & Giroux.
- Goleman, D. (2009). *Ecological intelligence*. New York, NY: Crown Publishing Group.
- Grunwald, M. (2006). *The swamp*. New York, NY: Simon and Schuster.
- Krup, R. & Horn, M. (2008). *Earth: The sequel*. New York, NY: Environmental Defense Fund.
- Lovelock, G. (2006). *Revenge of Gaia: Earth's climate crisis . . .* New York, NY: Basic Books.
- Minteer, B., & Taylor, B. (Eds.). (2002). *Democracy and the claims of nature: Critical perspectives for a new century*. Lanham, MD: Rowman & Littlefield Publishers.
- Mooney, C. (2007). *Storm world: Hurricanes . . . global warming*. Orlando, FL: Harcourt Inc.
- Weisman, A. (2007). *The world without us*. New York, NY: St. Martin's Press.

Course Requirements:

Project Linking Course Content to Career Goals	Points	% of Course Grade
<p>Introduction (Opening):</p> <ul style="list-style-type: none"> Title Page: Letter prefix/number/title of course, your name, name of course instructor, and title of your project. Rationale: State the career goal you are linking to course content. Explain your overall linkage plan. <p>Service Learning:</p> <ul style="list-style-type: none"> Select a formal or non-formal site, at which you are <u>not</u> working or volunteering. Volunteer for a minimum of 15 hours using techniques and information provided by the site. Write reflections relating the knowledge, skills and dispositions that environmentally literate k-adult citizens should demonstrate as discussed in class. Provide a copy of your reflections to personnel at the site and request feedback. <p>Review of Literature: A minimum of 19 citations in APA format:</p> <ul style="list-style-type: none"> 9 from assigned articles in <i>Essential Readings</i> 6 (2ea) from <i>Field Guide, Last Child, Place-Based</i> 4 from Required Websites <p>Book Comparison: <i>Last Child in the Woods</i> compared and/or contrasted to instructor approved book selection.</p> <p>Next Steps (Closing): State your plan to use the information gathered (service learning, review of literature, book comparison); in order to move to the next level career-wise, regarding employment in the field of environmental education, <u>or</u> how this information will enhance your current or future employment.</p> <p>Reference List: Bibliography in APA format.</p>	<p>0</p> <p>0 Up to 3</p> <p>Up to 12</p> <p>Up to 38</p> <p>Up to 10</p> <p>Up to 15</p> <p>0</p>	<p>0%</p> <p>0% 3%</p> <p>12%</p> <p>38%</p> <p>10%</p> <p>15%</p> <p>0%</p>
<p>Interactive Presentation:</p> <ul style="list-style-type: none"> Open with a 5-minute overview explaining the specific purpose of your project. Facilitate an activity related to your service learning experience. Close by relating the class activity to your career goals. 	<p>Up to 12</p>	<p>12%</p>
<p>Quiz: <i>A Field Guide to Environmental Literacy</i></p>	<p>Up to 10</p>	<p>10%</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 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:

Weeks	Topics	Assignments Due
1	Introductions, expectations, your major, and professional goals. Discuss The Tbilisi Declaration. Writing annotated bibliographies.	<i>Essential Readings in EE</i> , pp. 13-16. Purdue site, p1.
2	Discuss and submit annotated bibliographies: Tbilisi Declaration; Tensions in Environmental Education; Environmental Education’s Definitional Problem; and The Concept of Environmental Education.	<i>Essential Readings in EE</i> , annotated bibliographies on all articles: pp. 1-36.
3	Discuss and submit annotated bibliographies: The Status of Environmental Education with Respect to the Goal of Responsible Citizenship Behavior; Two Hats; Myths of Environmental Education-Revisited; and website Children and Nature 2008.	<i>Essential Readings in EE</i> , annotated bibliographies on all articles: pp. 37-56 and website (address p. 1).

4	Discuss and submit annotated bibliographies : Are We Building Environmental Literacy? An Analysis of an Anti-Environmental Education Article: “The Globalist Children’s Crusade;” and website Ecoliteracy: The challenge for education in the next century.	<i>Essential Readings in EE</i> , annotated bibliographies on all articles and site: pp. 377-386, 399-404 and site.
5	Library instructional session (Boca Campus). Preparation for final investigative project, including: Resources, research, APA format; and submit Service Learning Proposals for approval.	Access to Library online; Service Learn Proposals; <i>Field Guide</i> , pp. 1-82.
6	Discussion and quiz : <i>A Field Guide to Environmental Literacy</i> . Return and discuss Service Learning Proposals.	Review pp. 1-82. <i>Field Guide</i> , pp. 83-104.
7	Discuss <i>Last Child in the Woods</i> : The New Relationship between Children and Nature; Why the Young . . . Need Nature; The Best of Intentions: Why Johnnie and Jeannie Don’t Play Outside Anymore.	<i>Last Child in the Woods</i> , pp. 1-200 (Parts I-III); and begin <i>Last Child</i> analysis.
8	Discuss <i>Last Child in the Woods</i> : The Nature-Child Reunion plus Green at Fifteen? How 15-year-olds Perform . . . ; The Jungle Blackboard; Wonder Land: Opening the Fourth Frontier; To be Amazed plus <i>David Orr on Climate Change and Applied Hope</i> .	<i>Last Child in the Woods</i> , pp. 201-328 (Parts IV-VII) websites, p. 1; Complete <i>Last Child</i> analysis.
9	Discuss and relate <i>Place-Based . . . to Last Child in the Woods</i> : The Young Achievers Science and Mathematics Pilot School; Place- and Community-based Education: Definitions and Antecedents; Why Worry about the Local in the Era of No Child Left Behind? Place- and Community-based Education in Practice: Starting with Local Knowledge and Issues; Place- and Community-based Education in Practice: Starting with Traditional Disciplines.	<i>Place-Based and Community-Based Education in Schools . . .</i> pp. viii-73 (Chapters 1-5). Begin analysis relating <i>Place-Based . . . to Last Child in the Woods</i> .
10	Discuss, relate and submit analysis relating <i>Place-Based . . . to Last Child in the Woods</i> : Impact on Academic Achievement; Striving for More than Test Scores; Collaborating with Community Partners; Leaders as Gardeners: Creating Space for Place- and Community-based Education; No School is an Island – Except on the Coast of Maine; Changing Schools to Embrace the Local.	<i>Place-Based and Community-Based Education in Schools . . .</i> pp. 74-155 (Chap 6-11). Complete analysis relating <i>Place Based to Last Child</i> .
11	Review, questions and progress report. Confirmation that all work, to date, has been submitted and whether additional work is due.	Complete individually approved book review.
12	Gumbo Limbo Field Trip: Associated career opportunities.	Journal and pen for notes.
13	Service learning presentations : Associated career opportunities.	Service Learning Projects.
14	Portfolio review and questions (Pair or Trio Share). Present book comparisons. Student Perception of Teaching (SPOT).	Complete projects. Prepare book comparisons.
15	Interactive presentations . Submit final projects, including: Introduction (title page and rationale); service learning (reflections); review of literature (19 citations in APA); book comparison; next steps (relating all work to career choice); and reference list in APA. Approved elective in Global Climate Change Education Spring 2011.	Prepare interactive presentations and final projects. See p. 3 for Course Requirements, Points and Grading .

Bibliography:

I. Books

- Armstrong, S. & Botzler, R. (Eds.). (2003). *Environmental ethics: Divergence and convergence 3rd ed.* Boston: McGraw-Hill.
- Beegel, S., Shillinglaw, W., & Tiffney, W., Jr. (Eds.). (1997). *Steinbeck and the environment: Interdisciplinary approaches*. Tuscaloosa: University of Alabama Press
- Berry, T. (1988). *The dream of the earth*. San Francisco, CA: Sierra Club Books.
- Blatt, H. (2005). (NetLibrary 2005). *America's environment report card: Are we making the grade?* Cambridge, Mass: MIT Press.
- 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 studies)*. San Francisco, CA: Jossey-Bass.
- Boylan, M. (2001). *Environmental ethics*. Upper Saddle River, N.J.: Prentice Hall.
- Brinkley, D. (2009). *The wilderness warrior: Theodore Roosevelt and the crusade for America*, New York, NY: Harper Collins.
- Burnafor, G., Fischer, J., & Hobson, D. (Eds.). (2001). *Teachers doing research: The power of action through inquiry (2nd ed.)*. Mahway, NJ: Lawrence Erlbaum Associates, Publish.
- Carson, R. (1962). *Silent spring*. New York, NY: Houghton Mifflin.
- Clayton, S. & Opatow, S. (2003). *Identity and the natural environment*. Boston, Mass.: MIT.
- Collett, J., & Karakashian, S. (Eds.). (1996). *Greening the college curriculum: A guide to environmental teaching in the liberal arts: A project of the Rainforest Alliance*. Washington, D.C.: Island Press.
- Craven, G. *What's the worst that could happen? A rational response to the climate change debate*. New York, NY: Penguin Group (USA) Inc.
- Ebenezer, J. & Lau, E. (2003). (NetLibrary 2003). *Science on the internet: A resource for K-12 teachers (2nd ed.)*. Upper Saddle River, NJ: Merrill.
- Faris, A. (2009). *Forecast: The consequences of climate change from the Amazon to the Arctic, from Dafur to Napa Valley*. New York, NY: Henry Hold and Company, LLC.
- 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.
- Gore, A. (2009). *Our choice: A plan to solve the climate crisis*. New York, NY: Viking.
- Gore, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it*. New York, NY: Viking.
- Grunwald, M. (2006). *The swamp*. New York, NY: Simon & Schuster.
- Hawkins, D. (1974). (NetLibrary 2003). *The informed vision: Essays on learning and human nature*. New York: Agathon Press.
- Hungerford, H., Blum, W., Volk, T. & Ramsey, J. (Eds.). (2005). *Essential readings in environmental education (3rd ed.)*. Champagne, IL: Stipes.
- Hungerford, H., Litherland, R., Peyton, R., Ramsey, J., & Volk, T. (Eds.). (1992). *Investigating and evaluating environmental issues and actions: Skill development modules*. Champaign, IL: Stipes.
- Iozzi, L., & Marcinkowski, T. (1990). Assessment of learning outcomes in environmental education. In M. Maldeague (Ed.). *Methods and techniques for evaluation in environmental education*. UNESCO, Paris.

- Jacobson, S., McDuff, M., & Monroe, M. (2006). *Conservation education and outreach techniques*. Oxford, NY: Oxford University Press.
- Jamieson, D. (Ed.). (2003). *A companion to environmental philosophy*. Oxford: Blackwell.
- Kahn, P., Jr. & Kellert, S. (Eds.). (2002). *Children and nature: Psychological, sociocultural, and evolutionary investigations*. Cambridge, MA: MIT Press.
- Johnson, C. (1991). *The naturalist's path: Beginning the study of nature*. NY: Walker and Company.
- Krajcik, J., Czerniak, C., & Berger, C. (2003). *Teaching science in elementary and middle school classrooms: A project-based approach*. Boston: McGraw-Hill.
- Krup, F. & Horn, M. (2008). *Earth: The sequel*. New York, NY: Environmental Defense Fund.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Lovelock, G. (2006). *The revenge of Gaia: Earth's climate crisis and the fate of humanity*. New York, NY: Basic Books
- Marsh, G. (2003). *Man and nature*. Seattle: University of Washington Press.
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- McKenzie-Mohr, D. (1999). *Fostering sustainable behavior: An introduction to community-based social marketing*. Gabriola Island, B.C., Canada: New Society Publishers.
- Miller, K. & Levine, J. (2006). *Biology*. Upper Saddle River, NJ: Pearson Prentice-Hall.
- Minteer, B. & Taylor, B. (Eds.). (2002). *Democracy and the claims of nature: Critical perspectives for a new century*. Lanham, MD: Rowman & Littlefield Publishers.
- Mooney, C. (2007). *Storm world: Hurricanes, politics, and the battle over global warming*. Orlando, FL: Harcourt Inc.
- Myerson, G. & Rydin, Y. (2004). *The language of environment: A new rhetoric*. London: Routledge.
- Nabhan, G. & Trimble, S. (1994). *Why children need wild places*. Boston, MA: Beacon Press.
- O'Sullivan, E. (1999). *Transformative learning: Educational vision for the 21st Century*. Toronto, Canada: University of Toronto Press.
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- Rogoff, B. (2003). *The cultural nature of human development*. NY: Oxford University Press.
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- Sanera, M. & Shaw, J. (1996). *Facts not fear: A parent's guide to teaching children about the environment*. Washington, D.C.: Regnery Publishing, Inc.
- Speth, J. (2008). *The bridge at the end of the world*. New Haven, CN: Yale University Press.
- Steffen, W., et al. (2004). *Global change and earth system: Planet under pressure*. NY: Springer.
- Sterling, S. (2001). *Sustainable education*. Bristol, UK: J.W. Arrowsmith, Ltd.
- Stiggins, R. (2001). *Student-involved classroom assessment (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall, Inc.
- Stufflebeam, D. (Number 89, Spring 2001). *Evaluation models*. San Francisco, CA: Jossey-Bass.
- Sutton, P. (2004). *Nature, environment and society*. New York: Palgrave Macmillan.
- Van Matre, S. (2000). *Earth education: A new beginning*. W.VA: Institute for Earth Education.
- Wapner, S., et al. (Eds.). (2000). *Theoretical perspectives in environment-behavior research: Underlying assumptions, research problems, and methodologies*. NY: Kluwer Plenum.
- Weisman, A. (2007). *The world without us*. New York, NY: St. Martin's Press.
- Wheeler, K. & Bijur, A. (Eds.). (2000). *Education for a sustainable future: A paradigm of hope for the 21st century*. NY: Kluwer Academic/Plenum Publishers.

- Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass.
- Yager, R. & Falk, J. (2008). (Eds.). *Exemplary science in informal education settings: Standards based success stories*. Arlington, VA: NSTA Press.
- Yearly, S. (2005). *Cultures of environmentalism: Empirical studies in environmental sociology*. New York: Palgrave, Macmillan.

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

- Abrams, K. & Ballas, J. (1997). *Teaching normally: Using the environment to improve teaching and learning*. Tallahassee, FL: Florida Department of Education.
- Americans' low "energy IQ": A risk to our energy future. (2002). *National Environmental Education and Training Foundation (NEETF)* and Roper Starch Worldwide.
- Ansberry, K. & Morgan, E. (2005). Picture-perfect science lessons: Using children's books to guide inquiry (grades 3-6). *National Science Teachers Association (NSTA)*.
- Archie, M., (1998). Environmental education in the United States: Past, present and future. *North American Association for Environmental Education (NAAEE)*.
- Archie, M. (2003). Advancing education through environmental literacy. *Association for Supervision and Curriculum Development (ASCD)*.
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- Discover a watershed: The Everglades (1996). *South Florida Water Management District*.
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- Environment-based education: Creating high performance schools and students (2000). *National Environmental Education and Training Foundation (NEETF)*.
- Environmental education and educational achievement: Promising programs and resources. (2002). *National Environmental Education and Training Foundation (NEETF)*.
- Environmental education collection: A review of resources for educators, volume 1 (1997). *North American Association for Environmental Education (NAAEE)*.
- Environmental education collection: A review of resources for educators, volume 2 (1998). *North American Association for Environmental Education (NAAEE)*.
- Environmental education collection: A review of resources for educators, volume 3 (1998). *North American Association for Environmental Education (NAAEE)*.
- Environmental education: Resources at a glance (2002). *National Environmental Education and Training Foundation (NEETF)*.
- Environmental education toolbox: Getting started (1994). *National Consortium for Environmental Education and Training (NCEET)* and *National Environmental Education and Training Foundation (NEETF)*.
- Environmental readiness for the 21st century. (1999). *National Environmental Education and Training Foundation (NEETF)* and Roper Starch Worldwide.
- Environmental studies in the K-12 classroom: A teacher's view. (2000). *North American Association for Environmental Education (NAAEE)* and *Environmental Literacy Council (ELC)*.
- Ernst, J., Monroe, M. & Simmons, B. (2006). Evaluating your environmental education programs. *North American Association for Environmental Education (NAAEE)*.
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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.greennexxus.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_naace_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>

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

<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

