References

Almerico, G., Johnston, P., Henriott, D., & Shapiro, M. (2011). Disposition assessment in teacher education: Developing an assessment instrument for the college classroom and the field. *Research in Higher Education Journal*, 11,1-19.

Baltensperger, B., Gottlieb, E., Matherly, C., Pysarchik, D., Shealy, C., Wandschneider, E. (2013, April). *The Forum BEVI Project Working Group: Findings, applications, and recommendations from five years of research and practice.* Symposium presented at the annual meeting of the Forum on Education Abroad, Chicago, IL.

Center for Green Schools (2014). A national plan for educating for sustainability. Retrieved on March 6, 2014 from http://www.centerforgreenschools.org/nationalactionplan

Coffman, J. E., Hopkins, C., & Ali, I.A. (2009). Education for Sustainable Development: Halfway through the Decade of ESD and a long way from sustainability. *Beliefs and Values, 1*(2), 142-150.

Cranton, P. (Ed.). (2006). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey Bass.

D'Amour D, Ferrada-Videla M, San Martin Rodriguez L, Beaulieu (2005). The conceptual basis for interprofessional collaboration: Core concepts and theoretical frameworks. *Journal of Interprofessional Care, 19*, 116-31.

Dirkx, J. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, 7, 1-14.

Earth Charter Initiative (2013). Retrieved March 19, 2013 from http://www.earthcharterinaction.org/content/

Education for sustainable development (2013). Retrieved February 8, 2013, from http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/

Ellis, I. E., Lee, J. M., & Wiley, L. P. (2009). Educator dispositions: A survey of U.S. teacher education programs. *Southeastern Teacher Education Journal*, *2*(3), 77-86.

Greenwald, A.G. (2012). There is nothing so theoretical as a good method. *Perspectives on Psychological Science*, 7(2) 99 – 108

InTASC (Interstate New Teacher Assessment and Support Consortium) (2011). *Model core teaching standards: A resource for state dialogue*. Retrieved February 5, 2013 from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf.

Johnson C.E., Stewart A.L., Brabeck, M.M., Huber, V.S., & Rubin, H (2004). Interprofessional collaboration: Implications for Combined-Integrated doctoral training in professional psychology. *Journal of Clinical Psychology*, 60(10), 9995-1010.

Jung, E. & Rhodes, D.M. (2008). Revisiting disposition assessment in teacher education: Broadening the focus. *Assessment & Evaluation in Higher Education*, *33*(6), 647-660.

Kelly, J., Holt, J., Patel, R., & Nolet, V. (in press). Environmental beliefs and values:

In search of models and methods. In C.N. Shealy. (Ed.), *Making sense of beliefs and values*. New York: Springer Publishing.

McKeown, R. & Nolet, V. (Eds.). (2013). Schooling for sustainable development in Canada and the United States. Dordrecht, Germany: Springer.

Mezirow, J. (Ed.). (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey Bass.

Mezirow, J. & Taylor, E. (Ed.). (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. San Francisco: Jossey Bass.

NAAEE (North American Association for Environmental Education) (2004). Environmental education materials: Guidelines for excellence. Retrieved March 19, 2013 from http://resources.spaces3.com/3725a5c0-f0ab-4039-9bd2-c5dbd9bcb34f.pdf

NAFSA (Association of International Educators) (2013). Comprehensive internationalization: From concept to action. Retrieved May 10, 2013

from http://www.nafsa.org/Resource_Library_Assets/Publications_Library/Comprehensive Internationalization From Concept to Action/; see also http://www.

nafsa.org/Find_Resources/Internationalizing_Higher_Education/; http://www.nafsa.org/Resource_Library_Assets/Publications_Library/

Leading_Comprehensive_Internationalization__Strategy_and_Tactics_for_Action/)

NCATE (National Council for Accreditation of Teacher Education) (2006). Standards, procedures and policies for the accreditation of professional accreditation units. Washington, DC: Author.

Rio+20 United Nations conference on sustainable development (2013). Retrieved February 8, 2013 from http://www.uncsd2012.org/.

Ros-Voseles, D., & Moss, L. (2007). The role of dispositions in the education of future teachers. *Young Children*, 62(5), 90-98.

Shealy, C.N. (Ed.). (in press). *Making sense of beliefs and values*. New York: Springer Publishing.

Shealy, C.N., Bhuyan, D., & Sternberger, L.G. (2012). Cultivating the capacity to care in children and Youth: Implications from EI Theory, EI Self, and BEVI. In U. Nayar (Ed.), *Child and Adolescent Mental Health* (pp. 240-255). New Delhi, India: Sage Publications.

Thornton, H. (2006). Dispositions in action: Do dispositions make a difference in practice? *Teacher Education Quarterly*, 33(2), 53-68.

Usher, D. (2003, November). *Nurturing five dispositions of effective teachers*. 2nd National Symposium on Educator Dispositions. Eastern Kentucky University, Richmond, KY

Welch, F. C., Pitts, R. E., Tenini, K. J., Kuenlen, M. G., & Wood, S. G. (2010). Significant issues in defining and assessing teacher dispositions. *Teacher Educator*, 45(3), 179-201.