

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Teaching and Learning College Education		
<b>Current Course Prefix and Number</b> EDF 6339		<b>Current Course Title</b> Concepts of Self	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b> Personality Theories in Education  <b>Change prefix</b> <b>From:</b> <b>To:</b>  <b>Change course number</b> <b>From:</b> <b>To:</b>  <b>Change credits*</b> <b>From:</b> <b>To:</b>  <b>Change grading</b> <b>From:</b> <b>To:</b>  <small>*Review <a href="#">Provost Memorandum</a></small>		<b>Change description to:</b> Research in personality development, personality theories, and social and emotional learning as applied to classroom and educational settings are examined in order to assist educational professionals in promoting students' learning.  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Summer 2021		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Patricia Willems - pwillems@fau.edu			
<b>Approved by</b> Department Chair <u>Paul H. Pelisar</u> College Curriculum Chair <u>Paul H. Pelisar</u> College Dean <u>Stephen Silverman</u> <small>Digitaly signed by Stephen Silverman DN: cn=Stephen Silverman, o=Florida Atlantic University, ou=College of Education, email=silverm@fau.edu, c=US Date: 2020.12.03 10:12:41 -0500</small>		<b>Date</b> 11/24/20 _____ 12/2/20 _____ 12/3/2020 _____ _____ _____ _____ _____	
UGPC Chair     _____ UGC Chair     _____ Graduate College Dean     _____ UFS President     _____ Provost     _____			

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

## FAU Catalogue – Teaching and Learning - Educational Psychology Course Descriptions

### ~~Thinking Processes and Styles in the Classroom~~ **Learning and Cognition in Education** (EDF 6142) 3 credits

~~Investigation and application of cognitive concepts, theory, research, and models to enable teachers to more effectively understand and assist students in the learning process.~~ Examination of the influence of applied cognition and learning theories to enable educational practitioners to more effectively understand and assist students in the learning process.

### ~~Concepts of Self~~ **Personality Theories in Education** (EDF 6339) 3 credits

~~The development of a personal frame of reference for better understanding of the nature of the "self" and its impact in the educational context through investigation of research and theory relevant to the nature of perception and motivation.~~ Research in personality development, personality theories, and social and emotional learning as applied to classroom and educational settings are examined in order to assist educational professionals in promoting students' learning.

## Master of Education with Major in Educational Psychology

### Admission Requirements

To be admitted to the M.Ed. in Educational Psychology, students must meet the following admission standards:

1. Completion of the graduate application online through the Graduate College;
2. Receipt of official transcripts including all undergraduate coursework;
3. A bachelor's degree from a regionally accredited college or university;
4. Official copy of Graduate Record Examination (GRE) scores not more than 5 years old;
5. Admission decision is based on compliance with **one** of the following:
  - a. A grade point average (GPA) of 3.0 or higher in all upper-division courses attempted before the awarding of the bachelor's degree;
  - b. GRE score for examinations taken after August 1, 2011: 154 (verbal) and 144 (quantitative);
  - c. GRE scores for examinations taken before August 1, 2011: a minimum combined score 1000 (verbal and quantitative).

Additional admissions requirements exist for international students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

### Progress and Degree Requirements

The student must meet all College and University guidelines.

Completion of 27-30 credits prior to placement in EDP 6944.

The student must maintain an overall grade point average of 3.0 or higher.

The student must complete a minimum of 36 credits.

The student must complete the following course requirements.

Core Courses (21 credits required)		
Educational Psychology	EDF 6229	3
<del>Thinking Processes and Styles in the Classroom</del> Learning and Cognition in Education	EDF 6142	3
Human Development: Applications for Education	EDF 6113	3



Concepts of Self Personality Theories in Education	EDF 6339	3
Field Project in Educational Psychology	EDP 6944	3
Child Development in Educational Psychology	EDF 6126	3
Adolescence and Young Adulthood in Educational Psychology	EDF 6138	3

Electives (9 credits required)		
Choose three of the following pre-approved 3-credit courses or other electives as approved by student's assigned faculty advisor:		
Motivational Theories in Educational Psychology	EDP 6218	3
Seminar in Cognition	EXP 6609	3
Seminar in Personality and Social Development	DEP 6098	3
Introduction to Qualitative Inquiry	EDA 6415	3
Curriculum: Elementary School	EDE 6205	3
Middle School Curriculum	EDM 6235	3
Senior High School Curriculum	ESE 6215	3
<del>Seminar in Cognition (moved up)</del>	<del>EXP-6609</del>	<del>3</del>
<del>Directed Independent Study</del>	<del>EDF-6905</del>	<del>3</del>
<del>Master's Thesis</del>	<del>EDF-6971</del>	<del>3</del>

Research/Statistics (6 credits required)		
Educational Research	EDF 6481	3
Educational Statistics (Should be taken prior to or concurrently with EDF 6481.)	STA 6113	3

[Top](#)

Department of Teacher Education  
College of Education  
Florida Atlantic University



**COURSE NUMBER:**

EDF 6339 – sect/ CRN #

**NUMBER OF CREDITS:**

3 credit hours

**MEETING ROOM & TIME:**

Distance Learning

**TERM:**

Semester/year

**COURSE TITLE:**

~~Concepts of Self~~ **Personality Theories in Education**

**PREREQUISITIES:**

None

**CATALOG DESCRIPTION:**

~~The development of personal frame of reference for a better understanding of the nature of the “self” and its impact in the educational context through investigation of research and relevant theory.~~ **Research in personality development, personality theories, and social and emotional learning as applied to classroom and educational settings are examined in order to assist educational professionals in promoting students’ learning.**

**PROFESSOR:**

Dr. Patricia Willems

Office: Rm. 207, Education & Science Bldg., Davie Campus

E-mail: [pwillems@fau.edu](mailto:pwillems@fau.edu)

Office Hours: Online Hours - Thursdays 9 am – 2 pm

**REQUIRED TEXTS:**

Larsen, R.J. & Buss, D.M. (2018). *Personality Psychology: Domains of Knowledge About Human Nature* (6<sup>th</sup> ed.), McGraw-Hill, Boston.

**REQUIRED RESOURCE:**

Live text requirement - Students in this course are required by the College of Education to have an active Live Text account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active Live Text account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <https://www.fau.edu/education/students/livetext/>

**SUGGESTED RESOURCE:**

American Psychological Association. (2011). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

**AUDIO-VISUAL TECHNOLOGY:**

Microsoft Canvas: <https://canvas.fau.edu/>  
Microsoft Power Point Presentations  
External Video Links

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

NCATE Recommendations for Technology in Teacher Education = (NCATE-tech)  
Interstate New Teacher Assessment and Support Consortium – Common Core = (INTASC)  
American Psychological Association Learner-Centered Psychological Principles = (APALCPP)

**COURSE OBJECTIVES:**

The student will be able to:

1. understand and evaluate various aspects of personality and cognition (APALCPP 3 )
2. Students demonstrate ability to review the literature effectively relevant to their identified interest in the course. (APALCPP 6)
3. Students are able to define relevant problems in education in terms of perception and self concept theory. (APALCPP 4)
4. Students will demonstrate awareness of differences among types of personality and belief theories relevant to the purpose of the course. (APALCPP 12; INTASC 2 & 5 )
5. Students will demonstrate clear understanding of the development, nature, and impact of the self concept on behavior. (APALCPP 10; INTASC 4)
6. recognize current motivational frameworks from a range of perspectives (APALCPP 7)
7. conduct research using the following databases () (NCATE – tech 2, 5, 11, 12)
  - a. ERIC (Educational Research Index Corporation)
  - b. LUIS (Library User Information Service –On-line Catalog)
  - c. PsycINFO (APA Database)
  - d. World Wide Web

## **TEACHING METHODOLOGIES:**

FAU Canvas  
PowerPoint lessons  
Library and internet research  
Interactive class discussion

## **ASSESSMENT PROCEDURES:**

Examinations  
Abstracted Bibliography Paper Requirement  
Class participation

## **COURSE REQUIREMENTS:**

### **1. Participation:**

Our class will take place entirely via the Canvas platform where your participation will be monitored. Regular class participation is expected and is calculated in final grade. Participation includes thoughtful and considerate discussion on class content as evaluated by the instructor. Each scheduled class will have a lesson in the form of a lesson module housing a PowerPoint presentation, accompanying discussion board questions, and external links.

- **PowerPoint Lessons:** PowerPoint lessons help introduce you to concepts in Educational Psychology and reinforce your assigned reading in the textbook. PowerPoint lessons remain available for viewing throughout semester.
- **Discussion Boards:** Class participation is exclusively measured by examining student's participation on Canvas discussion boards. Online discussion board participation is expected and will be monitored.

### **2. Exams:**

Read, comprehend, and apply assigned material in text and lessons as measured by online essay exams. Once exams are assigned, students complete them within the time allowed as noted on syllabus outline. Prior approval and documentation is needed for rescheduling. Rescheduled make-up test MUST occur within one week of scheduled test date for class.

### **3. Research Paper Requirement:**

Conduct a review of research in a specific area of personality theory that relates to the course and that is chosen with professor's approval. This project will be evaluated in terms of the criteria described in the research paper handout. Papers previously submitted to meet requirements in another course will not be accepted. Deadline for submission of papers is denoted on syllabus content outline.

**FL-FAU-3Cs.3c Standard: Critical Thinking** - Student selects information and interprets/evaluates information to develop analysis or synthesis.

**Description: Research Paper** - Apply psychological theory, and review the research a specific theoretical area of educational psychology dealing with personality and the education of children in K-12, chosen with professor's approval by the due date and time listed on syllabus

**Rubric:**

<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Submission</b>
Demonstrates exemplary higher-order thinking skills in the submission of a paper that analyzes, synthesizes and evaluates the literature in educational psychology as applied to educational contexts.	Exhibits satisfactory higher-order thinking skills in the submission of a paper that analyzes, synthesizes and evaluates the literature in educational psychology as applied to educational contexts, but some elements could be improved.	Begins to demonstrate higher-order thinking skills in the submission of a paper that analyzes, synthesizes and evaluates the literature in educational psychology as applied to educational contexts, but many elements are missing or could be significantly improved.	Fails to demonstrate higher-order thinking skills in the submission of a paper that analyzes, synthesizes and evaluates the literature in educational psychology as applied to educational contexts.	Failed to submit, or failed to submit on time

**GRADING:** Two exams, each exam is worth 100 pts, totaling 200 possible points. Research Paper - Abstracted Bibliography Paper is worth 100 pts. Presentation is worth 60 points. Class Participation a total of 90 possible points. Total possible points: 450

**FAU GRADING SCALE:**

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-75	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	86-89	= 3.33	D+	66-69	= 1.33
B	83-85	= 3.00	D	63-65	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	76-79	= 2.33	F	0-59	= 0.00

**POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES**

Student work turned in more than an hour late is subject to a 5-point deduction, and an additional 5-point deduction per day late after that. It is the student's responsibility to ensure the successful submission of their work. Reasonable accommodations will be made for students to makeup work for University-approved reasons including a major illness, extenuating family emergencies, or participation in religious observances. Grades



of incomplete are reserved for students who can demonstrate a passing grade in the course but have not completed all the required work because of exceptional circumstances.

### **DISTANCE LEARNING REQUIREMENTS:**

Students will access Canvas for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.

1. Class participation is measured exclusively via Canvas discussions. Students are expected to make their posts on the discussion board as noted under the course requirements section.
2. Exams and research paper should be submitted per the policies listed under the course requirements by the scheduled due date as listed on the content outline. Unless otherwise noted, assignments should follow APA style.
3. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to: cheating, plagiarism, misrepresenting information or failing to give proper credit for citations used, participating or facilitating acts of academic dishonesty by others, unauthorized prior possession or sharing of examinations, or submitting the work or tampering with the work of another person.
4. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Canvas. Students should contact the IRM helpdesk if you experience login or connection issues.
5. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Canvas, navigating and conducting research on the Internet.

### **TECHNICAL RESOLUTION POLICY:**

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file.
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select "Canvas (Student)" for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.

3. Send an email within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
4. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

**POLICY ON INCOMPLETES:** Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances *not* for a student who is failing but does not want to drop or withdraw from the course. For more information on Incomplete grades see the University Catalog.

**CLASSROOM ETIQUETTE:** Discussion board participation replaces the face-to-face conversation of the traditional classroom format. Therefore, please be considerate when responding and use professionalism when differences of opinion occur as the discussion boards are not intended for chatting but only to enhance classroom discussion and follow that week’s lesson. Students engaging in inappropriate or disrespectful communication are subject to disciplinary action. Material posted by a student on any discussion board that professor deems not pertaining to the class, inappropriate, or offensive will be removed and students grade in the course can be affected.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:** As reflective decision-makers students will make informed decisions and provide evidence of being capable professionals by demonstrating ethical behavior while critically examining the role of developmental theory, from adolescence through young adulthood and its application to educational contexts.

**RELIGIOUS ACCOMODATION:** In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

**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.*

**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 non-attendance.”*

**STUDENTS WITH DISABILITIES:** In compliance with The Americans with Disabilities Act (A.D.A.) – Students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441)- and follow all OSD procedures.

**COUNSELING AND PSYCHOLOGICAL SERVICES 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/>.

## CONTENT OUTLINE

Week	Topic(s)	Assigned Readings
1	Familiarize yourself with the course, requirements	<i>Welcome Aboard Class Power Point</i>
2	Personality & Personality Assessment	1 & 2; Class Lessons
3	Temperament & Personality; applications to the classroom	Class Lessons; <i>Assigned Article Readings</i>
4	Genetics, Stability and Prediction in Personality <i>Submit Paper Topic for approval &amp; Consultation</i>	5 & 6; Class Lessons
5	Psychoanalytic Approaches to Personality: Freud, Adler, Jung, & Horney	9 & 14; Class Lessons
6	Psychoanalytic Approaches to Personality: Erikson & Klein	10; Class Lessons & <i>Assigned Articles</i>
7	Personality & Attachment: Bowlby & Ainsworth	Class Lessons & <i>Assigned Articles</i>
8	<b><i>Exam 1 – See Exam Policies Section of Syllabus</i></b>	
9	Trait Approaches to Personality: Allport & Cattell's Theories	3 & 4; Class Lessons
10	Trait Approaches to Personality: Eysenck's theory Measurement Issues in Trait Approaches	3 & 4; Class Lessons <i>Assigned Articles</i>
11	Personal and Social-cognitive Perspectives to Personality: Rotter, Mischell & Bandura; Socialization and Gender Differences in Personality	12 & 16; Class Lessons <i>Assigned Articles</i>
12	Humanistic Perspective to Personality: Fromm, Maslow, Rogers; Cultural Differences in Personality	11 & 17 Class Lessons & <i>Assigned Articles</i>
13	<b><i>Paper Consultation Week – Student appointments to discuss paper before submission</i></b>	
14	<b><i>Research Presentations &amp; Papers Due - See Course Requirements Section of Syllabus &amp; AB Handout</i></b>	
15	<b><i>Peer-review of Presentations Due - See Requirements Section of syllabus &amp; Presentation Guidelines</i></b>	
16	<b><i>Exam 2 – See Exam Policies Section of Syllabus</i></b>	

**NOTE:** Readings are to be read for the day that they are listed. Additional Readings may be assigned. This is a tentative schedule and is subject to change.



## REFERENCES:

- Abrahams, L., Pancorbo, G., Primi, R., Santos, D., Kyllonen, P., John, O. P., & De Fruyt, F. (2019). Social-emotional skill assessment in children and adolescents: Advances and challenges in personality, clinical, and educational contexts. *Psychological Assessment, 31*(4), 460.
- Ackerman, P. L., Chamorro-Premuzic, T., & Furnham, A. (2011). Trait complexes and academic achievement: Old and new ways of examining personality in educational contexts. *British Journal of Educational Psychology, 81*(1), 27-40.
- Calhoun, J. F. (1990). *Psychology of adjustment and human relationships*. New York, McGraw Hill.
- Corr, P. J., & Matthews, G. (Eds.). (2020). *The Cambridge handbook of personality psychology*. Cambridge University Press.
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- Gecas, V. (1982). The self-concept. In *Annual Review of Psychology, B*, 1-33.
- Greenwald, A. G., & Pratkanis, A. R. (1984). The self. In Wyer, R. S., & Skroll, T. K. (Eds). *Handbook fo social cognition*, vol. 3. Hillsdale, NJ: Erlbaum.
- Göncz, L. (2017). Teacher personality: a review of psychological research and guidelines for a more comprehensive theory in educational psychology. *Open Review of Educational Research, 4*(1), 75-95.
- Hamacheck, D. E. (1987). *Encounters with the self*. New York: Holt, Rinehart and Winston.
- Hattie, J. (1992). *Self-concept*. Hillsdale, NJ: Earlbaum Associates.
- Kirsch, I. (1985). Self-efficacy and expectancy: Old wine with new labels. *Journal of Personality and Social Psychology, 49*, 824-830.
- Kim, L. E., Dar-Nimrod, I., & MacCann, C. (2018). Teacher personality and teacher effectiveness in secondary school: Personality predicts teacher support and student self-efficacy but not academic achievement. *Journal of Educational Psychology, 110*(3), 309.
- Rogers, C. R. (1951). *Client-centered therapy*. New York: Houghton-Mifflin.
- Rogers, C. R. (1995). *Self-concept*. Hillsdale, NJ: Earlbaum Associates.
- Schlenker, B. R. (ed). (1985). *The self and social life*. New York: McGraw-Hill.

**Journals**

American Psychologist  
Contemporary Education  
Educational Researcher  
International Journal of Behavioral Development  
Journal of Educational Psychology  
Journal of Educational Research  
Journal of Personality  
Journal of Personality and Social Psychology  
Journal of Personality Assessment  
Journal of Research in Childhood Education  
Journal of Research in Personality  
Journal of Youth and Adolescence  
Personality and Individual Differences  
Personality and Social Psychology Review  
Psychological Bulletin  
Psychological Inquiry  
Psychological Record  
Review of Educational Research

**From:** [Paul Peluso](#)  
**To:** [Mikaela Kursell](#)  
**Subject:** Fw: Changes to the Ed Psych Program  
**Date:** Thursday, November 19, 2020 4:17:44 PM  
**Attachments:** [image001.gif](#)  
[image002.png](#)  
[Outlook-ozbn2x0u.png](#)

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Paul R. Peluso, Ph.D., LMHC, LMFT  
Senior Associate Dean  
College of Education

Interim Chair  
Department of Teaching and Learning

Professor  
Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family  
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Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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**From:** Michael Brady <mbrady@fau.edu>  
**Sent:** Tuesday, November 17, 2020 2:31 PM  
**To:** Paul Peluso <ppeluso@fau.edu>  
**Subject:** RE: Changes to the Ed Psych Program

I reviewed the change requests for the master's degree in Educational Psychology. None of the proposed changes overlap or affect the curriculum or programs in ESE.

Good luck with the changes.

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

For information about FAU-ESE Degree Programs, Events/Activities, or Faculty/Research: [CLICK HERE](#) or scan this QR code:



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**From:** Paul Peluso

**Sent:** Tuesday, November 17, 2020 2:22 PM

**To:** Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>

**Cc:** Stephen Silverman <silverman@fau.edu>

**Subject:** Changes to the Ed Psych Program

Colleagues,

The faculty in the Ed Psych program wish to make some changes to their program. Specifically, they wish to change the names of 2 courses, and remove the Thesis option as electives and include the Motivational Theory class as an elective.

Please let me know if there are any potential issues with this, I would be happy to discuss them with you. Otherwise, the courtesy of a brief response would be greatly welcomed!

Thank you,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT  
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**From:** [Paul Peluso](#)  
**To:** [Mikaela Kursell](#)  
**Subject:** Fw: Changes to the Ed Psych Program  
**Date:** Thursday, November 19, 2020 4:17:30 PM  
**Attachments:** [image001.png](#)  
[Outlook-que35kup.png](#)

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Paul R. Peluso, Ph.D., LMHC, LMFT  
Senior Associate Dean  
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**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Tuesday, November 17, 2020 4:32 PM  
**To:** Paul Peluso <ppeluso@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Carman Gill  
<gillc@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>  
**Subject:** RE: Changes to the Ed Psych Program

No conflict with ELRM. RS

---

**From:** Paul Peluso <ppeluso@fau.edu>  
**Sent:** Tuesday, November 17, 2020 2:22 PM  
**To:** Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley  
<SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>  
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Thank you,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT  
Senior Associate Dean  
College of Education

Interim Chair  
Department of Teaching and Learning

Professor  
Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family  
Counselors (IAMFC)

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(561) 297-2309 (Fax)

**From:** [Paul Peluso](#)  
**To:** [Mikaela Kursell](#)  
**Subject:** Fw: Changes to the Ed Psych Program  
**Date:** Thursday, November 19, 2020 4:15:58 PM  
**Attachments:** [image001.png](#)  
[Outlook-gszdarr.png](#)

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Can you curate these responses? Thanks.I'll send you the others.

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**From:** Dale Williams <DWILLIAM@fau.edu>  
**Sent:** Thursday, November 19, 2020 4:14 PM  
**To:** Paul Peluso <ppeluso@fau.edu>  
**Subject:** RE: Changes to the Ed Psych Program

No CSD issues.  
Dale

---

**From:** Paul Peluso <ppeluso@fau.edu>  
**Sent:** Tuesday, November 17, 2020 2:22 PM  
**To:** Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>  
**Subject:** Changes to the Ed Psych Program

Colleagues,

The faculty in the Ed Psych program wish to make some changes to their program. Specifically, they wish to change the names of 2 courses, and remove the Thesis option as electives and include the Motivational Theory class as an elective.

Please let me know if there are any potential issues with this, I would be happy to discuss them with you. Otherwise, the courtesy of a brief response would be greatly welcomed!

Thank you,

-Paul

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**From:** [Paul Peluso](#)  
**To:** [Mikaela Kursell](#)  
**Subject:** Fw: Changes to the Ed Psych Program  
**Date:** Thursday, November 19, 2020 4:16:49 PM  
**Attachments:** [Outlook-l3ycorca.png](#)  
[Outlook-wfgpcdgn.png](#)

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**From:** Hanizah Zainuddin <zainuddi@fau.edu>  
**Sent:** Tuesday, November 17, 2020 7:00 PM  
**To:** Carman Gill <gillc@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Dale Williams  
<DWILLIAM@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>  
**Subject:** Re: Changes to the Ed Psych Program

No conflict.

Best,

Hani

Hanizah Zainuddin, Ph.D.  
Interim Chair and Assoc. Professor  
Dept. of Curriculum, Culture, and Educational Inquiry  
College of Education, Rm. 347

Boca Raton, FL 33431  
zainuddi@fau.edu  
Boca Raton: 561-297-6598

---

**From:** Carman Gill <gillc@fau.edu>  
**Sent:** Tuesday, November 17, 2020 5:00 PM  
**To:** Paul Peluso <ppeluso@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>  
**Subject:** Re: Changes to the Ed Psych Program

No issues. Thanks,  
Carman

---

**From:** Paul Peluso <ppeluso@fau.edu>  
**Sent:** Tuesday, November 17, 2020 2:21 PM  
**To:** Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>  
**Subject:** Changes to the Ed Psych Program

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