

JAN 28 2010

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY	COLLEGE OF: EDUCATION
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RECOMMENDED COURSE IDENTIFICATION: PREFIX <u>EEC</u> COURSE NUMBER <u>6947</u> LAB CODE (L or C) <u>L</u> <i>(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)</i> COMPLETE COURSE TITLE FIELD PROJECT/PORTFOLIO IN EARLY CHILDHOOD EDUCATION	EFFECTIVE DATE (first term course will be offered) <div style="border: 1px solid black; padding: 5px; text-align: center;">Fall 2010</div>
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CREDITS: 3	TEXTBOOK INFORMATION: WILTZ, N. W., WATSON-THOMPSON, O., CAWLEY, H. S., & SKELLEY, H. A. (2009). DEVELOPING AND PRESENTING A PROFESSIONAL PORTFOLIO IN EARLY CHILDHOOD EDUCATION. BOSTON, MA: PEARSON EDUCATION, INC.
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GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:
 THE FIELD PROJECT IS AN INDIVIDUALLY DESIGNED LEARNING ACTIVITY AND CULMINATING EXPERIENCE FOR GRADUATE EARLY CHILDHOOD EDUCATION STUDENTS. STUDENTS HAVE THE OPPORTUNITY TO DEVELOP THEIR PROFESSIONAL STRENGTHS AND INTERESTS AND TO CREATE A PROFESSIONAL PORTFOLIO.

PREREQUISITES W/MINIMUM GRADE:* COMPLETION OF AT LEAST 21 CREDIT HOURS OF EARLY CHILDHOOD COURSEWORK. PRE OR CO-REQUISITES EDF 6481 AND STA 6113	COREQUISITES: EDF 6481 AND STA 6113	OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):
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PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.
 *DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL DEGREE IN A FIELD RELATED TO EARLY CHILDHOOD EDUCATION

All COE departments have reviewed and indicated no conflicts with this course. Please see the attached written consent.

Yash Bhagwanji, ybhagwan@fau.edu, 7-3579
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by: Department Chair: <u>[Signature]</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>[Signature]</u> UGPC Chair: _____ Dean of the Graduate College: _____	Date: <u>2/3/10</u> <u>2/3/10</u> <u>2/3/10</u>	Syllabus —must include all details as shown in the UGPC Guidelines. Written Consent —required from all departments affected. Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.
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Email this form and syllabus to stulks@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 Curriculum, Cultural, and Educational
Inquiry (CCEI)
Florida Atlantic University
Semester and Year

Instructor
Contact Information
Classroom Location and Meeting Times

COURSE NUMBER & TITLE:

EEC 6947 Field Project/Portfolio in Early Childhood Education

CATALOG DESCRIPTION:

The field project is an individually designed learning activity and culminating experience for graduate early childhood education students. Students have the opportunity to develop their professional strengths and interests and to create a professional portfolio. 3 credit hours.

PREREQUISITES: Completion of at least 21 credit hours of early childhood coursework. Pre- or co-requisites: EDF 6481 and STA 6113

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Students will demonstrate their ability to make **informed** decisions based on prior learning in the Master's degree program in early childhood education, and based on the research and critical thinking experiences required in this course. By developing a field project, students will learn **reflective decision-making** as they encounter and engage in the creative process. Students will actualize their professional capabilities and competencies in a community of colleagues through substantive discussion and shared critical analysis of field projects and portfolios.

REQUIRED TEXTS:

Wiltz, N.W., Watson-Thompson, O., Cawley, H.S., & Skelley, H.A. (2009). *Developing and presenting a professional portfolio in early childhood education*. Boston, MA: Pearson Education, Inc.

Students will additionally develop a personalized list of 12–15 readings and resources including discipline-specific and interdisciplinary perspectives relevant to their chosen projects.

Guest speakers will provide readings related to their area of expertise (on Bb)

RECOMMENDED READINGS:

Annual Editions (2009). *Early childhood education*. New York, NY: McGraw Hill Companies, Inc.

Pelo, A. (2008). *Rethinking early childhood education*. Milwaukee, WI: Rethinking Schools. Ltd.

TECHNOLOGY:

Internet PowerPoint Videos

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

NCATE Recommendations for Technology in Teacher Education = (NACATE-tech)
National Association for the Education of Young Children (NAEYC)
State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)
Specialization Competencies (PK/P)
Florida Educator Accomplished Practices - Preprofessional = (EAP)
Educator Accomplished Practices for FAU (EAP-FAU)
FAU Conceptual Framework (C-F)
Florida Sunshine State Standards, Curriculum Frameworks
Council for Exceptional Children, Division of Early Childhood (CEC/DEC)

COURSE OBJECTIVES:

Students will:

1. Demonstrate skill in implementing the steps of the development of a professional portfolio, according to INTASC and NAEYC standards. (CEC/DEC: 5.7-5.9; EAP-FAU: 3.1, 3.2; NAEYC: 5.1)
2. Identify personal historical phases of professional development, in terms of past and current practice, demonstrated by corresponding artifacts and related documentation. (CEC/DEC: 5.7, EAP-FAU: 3.1; NAEYC: 5.1)
3. Identify future personal professional goals, objectives, and possible new directions. (CEC/DEC: 5.7; EAP-FAU: 3.1, 11.2; NAEYC: 5.1)
4. Identify and design a field project based on the student's interests and strengths. (CEC/DEC: 6.1-6.6; EAP-FAU: 4.1, 4.3, 11.2; NAEYC: 2.1)
5. Demonstrate the ability to plan, create, complete, and evaluate a field project. (CEC/DEC: 6.1-6.6; EAP-FAU: 1.2, 4.1, 4.2; NAEYC: 2.1.1)

6. Engage in collegial processes of collaborative project development, including constructive critique, professional feedback, and sharing of resources. (CEC/DEC: 5.8, EAP-FAU; 1.2, 4.2, 6.1, 11.1; NAEYC: 5.6)
7. Demonstrate the ability to present field projects in a professional public forum. (CEC/DEC: 5.8; EAP-FAU: 6.1, 11.1; NAEYC: 5.5, 5.6)
8. Demonstrate skill in peer learning and professional development. (CEC/DEC: 5.7, 5.8; EAP-FAU: 6.1, 11.1; NAEYC: 5.5, 5.6)

CONTENT OUTLINE:

Week(s)	Topic(s)	Readings/Assignments
1	Introduction to Portfolios Using Standards to Organize Portfolios Creating Professional Timelines: Personal Histories and Discussion	Ch. 1, 2, 3
2	Identifying Artifacts re: INTASC and NAEYC standards Philosophy of Education Statement: Scaffolding Beliefs and Experiences	Ch. 6
3	Reflective Narratives: Concept Maps to Writing Process Shared Critique and Revision	Ch. 7
4	Collections of Artifacts (Students bring their artifacts to class) Selecting Artifacts Preparing, Assessing, and Planning for Presentation of Portfolios	Ch. 8,9,10
5	Presentation of Professional Portfolios: Students, faculty, and staff in COE are invited to participate in this event Professional Critique and Discussion	Final Portfolio Due
6	Identification of a field project Creative Brainstorming re: process and product Needs assessment and rationale	
7	Shared resources: Discussion Goals, steps to implementation, timeline for completion Evaluation Methods	Students bring to class annotated list of resources and/or readings (and copies to distribute to colleagues)

8	Innovative Community Services: Guest Speaker from Children's Services Council Sharing student work in progress and feedback	Children's Services Council website: www.cscpb.org/ readings to be assigned
9	Designing Professional Trainings: Guest Speaker from Palm Beach County Registry Grant Writing: Guest Speaker from FAU Research Division or College of Education Continuing Sharing of student work in progress and feedback	Palm Beach County Registry website: www.pbcregistry.org/ readings to be assigned
10	New School Based Projects: Guest speaker from Safe Schools Initiative Creative Arts and Technology: Guest speaker from Children's Art Museum Continuing sharing of student work in progress and feedback	Palm Beach County's Safe School Initiative website: www.pbcsafeschools.com/ Palm Beach Children's Museums: www.schoolhousemuseum.org/ www.pbmnh.org/ readings to be assigned
11	Writing new books: Guest speaker(s) from College of Education faculty Writing children's books: Guest speaker from Boca Raton Children's Library Children's books for culturally and linguistically diverse children Guest Speaker	Local Children's Library Programs www.pbclibrary.org/ www.bocalibrary.org/ Other readings to be assigned
12	Children's media; Media Literacy (students come to class having viewed 5 children's T.V. shows or 2 children's movies) Guest Speaker: Doctoral student or other guest speaker whose research focuses on children's media Continuing sharing of work in progress, and refinement of work	Research online: "Action for Children's Television" www.commercialfreechildhood.org www.adbuster.org J. Healy – Cybertots: Technology and the Preschool Child (on Bb) M. Pepper – Tuning In to Violence: Students Use Math to Analyze What T.V. is Teaching Them (on Bb)
13	Planning a Professional Presentation Economics, and Educational Innovation:	

	Obstacles or Opportunities? Children as Consumers Completion of sharing work process	
14	Student Professional Presentation of Projects Critique, discussion, evaluation Students, faculty, staff in the COE Are invited to this event, as well as previous guest speakers and other invited community members	Readings to be assigned
15	The Future of Early Childhood Education Personal professional goals and objectives Reflective Practice: Issues for Continuing Improvement; Focus Group in Class	Students will collectively write a vision for 21 st Century early childhood education (in class) No assigned readings

COURSE REQUIREMENTS:

1. Professional Portfolio

Students will develop, complete, and present a professional portfolio, following INTASC and NAEYC standards. The portfolio will include artifacts, a reflective narrative, a philosophy of education statement, and other related elements. The portfolio will be developed through a process of collegial discussion and refinement, and will be presented in class and submitted to the instructor. The portfolio will be evaluated and graded by the instructor on the process of development, the presentation to the class, and the actual completed portfolio. The instructor will determine quality indicators for evaluation. A detailed written assignment will be distributed by the instructor during the first class.

(100 points, or 50%)

2. Field Project

Students will identify and select a topic for a field project based on the student's interests and strengths. Some examples of projects are: new products (books, curriculum materials, videos), new theories, innovative community services, designing professional trainings, creative arts and technology, grant proposals, and new school-based projects. Other projects may be chosen as well, however all projects must be approved by the instructor by class #7.

The field project will include a rationale, an annotated list of resources/readings (brought to class #7), and a written plan for the development of the project. The plan will include goals, steps to create and implement the project, a timeline, resources needed, and evaluation methods to determine effectiveness. The field project should be planned with guidance from the instructor and through a shared collegial dialogue in class. Students will submit the project (or documentation of the project) and a written report on the implementation and evaluation of the project, giving suggestions for improvement.

The instructor will distribute a detailed description of this assignment in class #6. The field project will be evaluated and graded according to the process of development, the written report and student's evaluation, and the project (or documentation of the project). The instructor will determine quality indicators for evaluation.

(100 points, or 50%)

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior while planning and conducting project activities, which includes maintaining high standards of confidentiality with student information. Students are expected to demonstrate a professional demeanor in this course including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the early childhood program. Students are also expected to demonstrate a professional demeanor when disseminating information about the project to families and other professionals.

TEACHING METHODOLOGIES:

Methods of instruction include discussions, brainstorming, invited guest speaker presentations, problem-solving, and professional sharing with faculty and colleagues.

ASSESSMENT PROCEDURES:

Written assignments Individual presentations Professional critiques

GRADING (FAU GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

Letter Grade	Points
A	191-200
A-	181-190
B +	173-180
B	167-173
B -	161-166
C+	153-160

Letter Grade	Points
C	147-152
C-	141-146
D+	133-140
D	127-132
D-	121-126
F	120 or less

POLICIES AND PROCEDURES

ATTENDANCE:

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." Attendance includes meaningful, active involvement in all planning and discussion

sessions, as well as professional, ethical, conduct in school-based activities linked to this project. Reasonable accommodations are made for religious observances.

ACADEMIC HONESTY:

All university students are held to high levels of integrity. One mark of that is academic honesty, which includes plagiarism. On page 349 of the *Publication Manual* of the American Psychological Association (APA), plagiarism is defined as:

”Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.”

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances,” is strictly adhered to in this course. The regulation states:

”(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom.”

Be especially careful about cutting and pasting text from websites. You may not do so without using quotation marks for the text and citing the source, and you should be sparing in your use of online quotes. There are severe academic penalties for plagiarism, and it is your obligation to remain honest in your use of others’ writing.

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 Raton in the Student Support Service Building SU 80, Room 133 (297-3880); in Davie

- MOD I (954-236-1222); or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

Michelle Shaw, Coordinator
Office for Students with Disabilities
mshaw@fau.edu
561-297-1263 or 561-297-3880

Bibliography

Darling-Hammond, L., & Baratz-Snowden, J. (2007). *A good teacher in every classroom: Preparing the highly qualified teachers our children deserve*. Educational Horizons, 85(2), 111-132.

Gronlund, G., & James, M. (2007). *Early learning standards and staff development: Best practices in the face of change*. St. Paul, MN: Redleaf Press.

Lee, H., Ostrosky, M., Bennett, T., & Fowler, S. (2003). Perspectives of early intervention professionals about culturally-appropriate practices. *Journal of Early Intervention*, 25(4), 281-295.

McIntyre, L., & Phaneuf, L. (2008). A three-tier model of parent education in early childhood: Applying a problem-solving model. *Topics in Early Childhood Special Education*, 27, 214-222.

Spodek, B., & Saracho, O. (2003). On the shoulders of giants: Exploring the traditions of early childhood education. *Early Childhood Education Journal*, 31(1), 3-10.

Suzuki, R. (2004). Diaries as introspective research tools: From Ashton-Warner to Blogs. TESL-EJ, 8(2).

Journals/resources for written assignments:

Child Development

Childhood Education

Early Childhood Education Journal Quarterly

ERIC/EECE Newsletter

Young Children

Child Study Journal

Children Today

Early Childhood Research

Scholastic Early Childhood Today

OMEP

SUGGESTED WEBSITES:

Teacher Vision:

<http://www.teachervision.fen.com/teacher-training/curriculum-planning/20153.html>

Johns Hopkins/Morgan State Universities:

<http://sitesupport.org/>

Washington State University:

<http://www.wsu.edu/provost/teaching.htm>

Educator's Professional Portfolio

<http://www.uleth.ca/edu/undergrad/fe/pdf/portfolioguide.pdf>

Kristy Demeo

From: H. James McLaughlin [jmclau17@fau.edu]
Sent: Tuesday, January 26, 2010 3:08 PM
To: Kristy Demeo
Cc: Linda L Webb
Subject: Department chair responses to the M.Ed. Proposal

I am sending the responses, below, from the 4 department chairs who e-mailed me about the proposed M.Ed. in Early Childhood Education. We have prepared a statement about the response from the Department of Teaching and Learning, to share with the Graduate Programs Committee tomorrow. 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



----- Forwarded Message

From: Deena Louise Wener <wener@fau.edu>
Date: Tue, 26 Jan 2010 14:18:21 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: M.Ed. in Early Childhood Education

Dear Dr. McLaughlin,

I have reviewed the information sent on the proposal for the M.Ed. in Early Childhood Education. I do not see any conflicts with the courses proposed and those offered for the M.S. in Speech-Language Pathology and Audiology by the Department of Communication Sciences and Disorders.

Best of luck in your pursuit of this degree program.

With best regards,
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor and Chair
Department of Communication Sciences and Disorders

Florida Atlantic University
College of Education
777 Glades Road
Boca Raton, Florida 33431-0991

Office phone: 561-297-2259
FAX: 561-297-2268
E-mail: wener@fau.edu

----- Forwarded Message

From: Barbara Ridener <bridener@fau.edu>
Date: Mon, 25 Jan 2010 16:03:23 -0500
To: Jim McLaughlin <jmclau17@fau.edu>, Mike Brady <mbrady@fau.edu>
Cc: Linda L Webb <lwebb@fau.edu>, Kristy Demeo <kdemeo@fau.edu>, Valerie Bristor <bristor@fau.edu>, Susannah Louise Brown <sbrow118@fau.edu>, "jfulmer@fau.edu" <jfulmer@fau.edu>, Susanne I Lapp <slapp@fau.edu>
Subject: RE: New course syllabi for M.Ed. In Early Childhood Education

Hi All,

The Department of Teaching and Learning does not see a conflict with the courses EEC 6666, EEC 6932, and EEC 6947.

The Department of Teaching and Learning does feel there is a conflict with EEC 6219 and EEC 6711.

While the last two courses focus on early childhood, they also deal with specific content. EEC 6219 consists of objectives that are found three of our methods courses. It would be appropriate for a department with content expertise to work with the program to offer this course.

Similarly, EEC 6711 is very similar to ARE 6317. Below and attached are specific comments about this. I am writing in response to your request for faculty to review the proposed EEC courses. Upon reviewing the syllabus for EEC 6711, I found many similarities with the ARE 6317 Art in the Elementary School course in the Art Education program. I understand that the focus of the EEC course is early childhood which includes pre-K and younger aged children but I believe that early childhood also includes the early elementary school grades as well. I have attached a document that summarizes some of the concepts and strategies that are similar in both courses. Please share this concern.

Thank you,

*see 1/27/10 email for
updated statement of
no conflict L. Webb*

Barbara

----- Forwarded Message

From: Sue Graves <sgraves@fau.edu>
Date: Wed, 20 Jan 2010 10:02:34 -0500
To: Jim McLaughlin <jmclau17@fau.edu>, Mike Brady <mbrady@fau.edu>, "ijohnso9@fau.edu" <ijohnso9@fau.edu>, Barbara Ridener <bridener@fau.edu>, Robert Shockley <shockley@fau.edu>, "wener@fau.edu" <wener@fau.edu>
Cc: Linda L Webb <lwebb@fau.edu>, Kristy Demeo <kdemeo@fau.edu>, Valerie Bristor <bristor@fau.edu>
Subject: RE: M.Ed. In Early Childhood Education

Dr. McLaughlin:

Our department does not have any conflict with the proposed courses for the M.Ed. in early childhood education. Good luck.

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
and Health Promotion
Florida Atlantic University
777 Glades Road, FH-11
Boca Raton, Florida 33431
561-297-2938 (Olga Duron, administrative assistant)
561-297-2790 (direct)
561-297-2839 (fax)
www.coe.fau.edu/eshp

----- Forwarded Message

From: Sue Graves <sgraves@fau.edu>
Date: Wed, 20 Jan 2010 10:03:51 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: New course syllabi for M.Ed. In Early Childhood Education

Dr. McLaughlin, again, our department does not have any conflicts with your new proposed course for the M.Ed. in early childhood education. Good luck. Regards,

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
and Health Promotion
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777 Glades Road, FH-11
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www.coe.fau.edu/eshp

----- Forwarded Message

From: Mike Brady <mbrady@fau.edu>
Date: Fri, 15 Jan 2010 18:57:34 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: M.Ed. In Early Childhood Education

Jim – I'm so pleased to see this come to fruition. The proposal and the 5 courses represent an enormous amount of energy and collaborative work by faculty from two departments and across several professional disciplines. The overall program design, as well as the content of the syllabi, are sound. The program and courses *complement* rather than compete with the programs and courses in the ESE Department. The faculty in the ESE Department have reviewed the proposal on multiple occasions, and offer their strong support.

Good luck with the remaining steps in the review process!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road

Kristy Demeo

From: Barbara Ridener
Sent: Wednesday, January 27, 2010 3:38 PM
To: Yash Bhagwanji; lwebb@fau.edu
Cc: 'H. James McLaughlin'; Kristy Demeo
Subject: RE: Syllabus for EEC 6219 has been revised

Based on the attached changes, the Department of Teaching and Learning does not have a conflict with this course.

Barbara

From: Yash Bhagwanji [mailto:ybhagwan@fau.edu]
Sent: Wednesday, January 27, 2010 3:30 PM
To: lwebb@fau.edu; Barbara Ridener
Cc: 'H. James McLaughlin'
Subject: Syllabus for EEC 6219 has been revised

Dear Drs. Webb and Ridener:

The syllabus for EEC 6219 now reflects the following changes:

- (a) Course title is "Integrated Curriculum in Early Childhood";
- (b) Catalog description replaces "these curricular areas" with "integrated curriculum";
- (c) Objective 1 on page 3 now states "... of developmental learning...";
- (d) Course requirement #2 on page 5 now reflects "Thematic lesson plans"; and
- (e) Course requirements #2 (a) (b) and (c) now reflect "integrated" experiences.

No changes were needed for the assessment/grading procedures because the scores are consistently defined as percentages in the syllabus.

I hope this is satisfactory. If there are additional agreed to changes that I left out, please let me know.

Once this syllabus is okay to move forward, I will send its accompanying new course proposal form to Dr. Webb.

Thank you,

Yash Bhagwanji, Ph.D.
Associate Professor
College of Education
Florida Atlantic University
Boca Raton, FL 33434