



**The Department of
Curriculum, Culture, and Educational Inquiry**

COURSE NUMBER: EDF 3610
COURSE TITLE: Education in a Multicultural Society
PREREQUISITES/ COREQUISITES: None

FACULTY CONTACT INFORMATION:

Instructor:

Office:

E-mail:

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Office hours:

CATALOG DESCRIPTION: 3 semester hours

This course explores historical perspectives on issues central to education in the context of diversity at the local, national and global levels. Students conduct research on topics in multicultural and global education that highlight the experience and perspectives of under-represented groups.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK: This course is central to preparing teachers for working in contexts of diversity locally and globally. Specifically, it will inform students about the historical antecedents of current policies and practices, facilitate in-depth exploration of the sociocultural experiences of diverse social groups, and support a critical understanding of the processes of globalization and its implications for education. As reflective and ethical decision makers committed to diversity, students will become capable of critical analysis of socio-political, legal, cultural and educational trends, and their underlying ideological foundations, to lay the foundation for their own ethical and culturally responsive practice.

REQUIRED LIVETEXT: LEARNING MANAGEMENT SYSTEM (LMS):

Students in this course are required to have an active LiveText account to track mastery of programs skills, competencies, and critical assignments, and to meet program and college accreditation requirements. Information regarding obtaining an account is provided on the College of Education website: <http://coe.fau.edu/livetext>

REQUIRED TEXTS:

Koppelman, K., & Goodhart, L. (2014). *Understanding human differences: Multicultural education for a diverse America*. (4th ed.) Boston: Allyn and Bacon

Bigelow, B., & Peterson, B. (2002). *Rethinking globalization: Teaching for justice in an unjust world*. Milwaukee, WI: Rethinking Schools Press.

A packet of readings will also be required and made available on Blackboard.

SUGGESTED RESOURCES:

Banks, J. A. & Banks, C. A. M. (Eds.) (2010). *Multicultural education: Issues and perspectives*. (7th ed.) Hoboken, New Jersey: John Wiley & Sons, Inc.
 Banks, J. A. (2009). *Teaching strategies for ethnic studies*. (8th ed.). Boston: Allyn & Bacon.
 Spring, J. (2012) *Deculturalization and the Struggle for Equality*. (7th edition) McGraw-Hill.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

CF	Conceptual Framework of the Multicultural Program Area a. Broad-based definition of diversity b. Empathy and communications skills across diverse contexts c. Analysis of institutional policy and practice d. Advocacy for underserved populations/ issues
FAU COMP	FAU Competencies: 1) Content; 2) Critical Thinking; 3) Communication
FAU QEP	QEP Student Learning Outcome (QEP SLO) 1) Knowledge; 2) Formulate Question; 3) Plan of Action; 4) Critical Thinking; 5) Ethical Conduct; 6) Communication
FEAP	Florida Accomplished Educator Practices <u>Foundational Principle #1: The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.</u> In order to achieve this in the context of S. Florida’s diversity, the objectives of this course draw on a variety of professional guidelines for implementing multicultural education. Standard 2: <u>Learning Environment</u> 2 d: Respects students’ cultural, linguistic and family background 2 h: Adapts the learning environment to accommodate the differing needs and diversity of students Standard 3: <u>Instructional Delivery and Facilitation; Utilizes deep and comprehensive knowledge of subject to:</u> 3a: Deliver engaging and challenging lessons
FL Mandates	Mandates for teaching of the Holocaust, African American history, Hispanic and Women’s contributions, Character Education and Anti-Bullying
FL-ESOL 2010.1.1	Florida Teaching Standards for ESOL Endorsement Domain 1: Culture; Standard 1: Culture as a factor in learning
CAEP	Council for the Accreditation of Educator Preparation Standard 1: Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools: 1.1: know subject matter (including pedagogical content knowledge) and pedagogy 1.3: nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn
NAME	National Association for Multicultural Education Standards 1-5 (Inclusiveness, Diverse Perspectives, Alternate Epistemologies, Self-Knowledge, Social Justice)
CMCE	University of Washington, Center for Multicultural Education - Principles and Concepts for Democracy and Diversity Concept #2 – Diversity; #6 – Prejudice Discrimination and Racism; #8 – Identity/ Diversity; #9 – Multiple perspectives.

COURSE OBJECTIVES:

****The most important objective: To experience teaching and learning in the way that we hope all our students in public education should. ****

1. Conduct in-depth research and engage in the scholarly critical analysis of the experiences of an under-represented group that demonstrates understanding of historical and sociopolitical perspectives on the topic selected. (CF a, c, d; FAU COMP 1; QEP-SLO 1, 2, 3, 4; FEAP 2d, 3a; FL-ESOL 2010 1.1, CAEP1.1, 1.3; NAME 2, CMCE 6)
2. Demonstrate critical thinking skills through the ability to analyze issues from divergent and/or under-represented perspectives. (CF b, c; FAU COMP 2; QEP-SLO 1, 4; CAEP 1.3; NAME 5; CMCE 2, 9)
3. Exhibit scholarly and professional writing and presentation skills by producing analytical, well-organized documents with attention to a clear argument, supportive evidence, synthesis of data and required format, language, and APA style and delivering engaging presentations utilizing sound teaching methodology and audiovisual technology (CF b; FAU COMP 3; QEP-SLO 1, 2, 3, 4, 6; CAEP 1.1)
4. Identify the historical trends and power differentials in education and public policy and practice, their impact on diverse groups locally and globally, and develop strategies for addressing the social, economic and educational inequalities that result. (CF a, c,d; FAU COMP 1,2; QEP-SLO 1, 2, 3, 4; FL-ESOL 2010 1.1; CAEP 1.1; NAME 1, 2, 3, 4, 5; FEAP 2d, 2h, 3a; CMCE 2, 6, 8, 9,)
5. Describe how attitudes and prejudice about racial, cultural, ethnic, religious and linguistic differences are formed, how they have influenced hegemony and oppression globally and in the United States and identify solutions to problems that arise in schools due to individual, cultural and institutional biases. (CF a, c,d; FAU COMP 1, 2; QEP-SLO 1, 2, 3; FEAP 2d; FL-ESOL 2010 1.1; CAEP 1.3; NAME 2,4,5; CMCE 2, 6, 8, 9)
6. Compare and contrast the differential impact of globalization in the USA and nations around the world, and identify strategies to prepare students to be global citizens. (CF a, b, d; CAEP 1.1)

TEACHING METHODOLOGY:

Consistent with the principles of critical pedagogy, instruction in this class will center around class discussion where knowledge is constructed by students and instructor. Students should expect to encounter and be prepared to engage in small group and large group activity, reflective journal writing, student led discussion/ instruction, individual and collective problem solving, peer review and critique of work, thinking from multiple perspectives, debate and role play. Although traditional instructor-led lecture will also be part of the teaching methodology, it will occur in the overall context of active and engaged learning of everyone present. **The ultimate of goal of the instructor of this course is to facilitate a classroom culture in which you, the student, can experience teaching and learning in the way that we hope all students in public education should.**

COURSE REQUIREMENTS:

Critical Analysis

This project is the **Competency Assessment** for this course. Students must successfully achieve the objectives of this assignment in order to pass the course.

- Every student will select an under-represented group AND a specific issue (or multiple inter-related issues) to explore from the perspective of that group. (A list of potential topics will be provided.) All topics MUST be discussed with your instructor.
- Each student will conduct research on their topic to explore in depth:
 - o The relevance and significance of the issue to the group selected and the manner in which it represents inequity and/or social injustice
 - o The historical and social contexts within which this issue can be understood (In what way is this issue a part of an historical pattern/ theme?)
 - o Where appropriate, the diverse stakeholder perspectives on this issue
 - o The contemporary implications of this topic for multiple groups in particular, society in general, educators and citizens
- Students are required to write a critical analysis of no fewer than five (5) pages, written with attention to required format, language, mechanics, and APA style (6th edition). At least five professional, current, and related resources must be cited in the text and bibliography. Research paper needs to be well-organized, summarizing research findings, synthesis of information, analysis of assigned topics, and scholarly writing capability.
- You will be required to submit your paper to SafeAssign/Turnitin on Blackboard (to detect any plagiarism), and your outline, paper and power point presentation should be submitted on LiveText.

More specific and detailed criteria and guidelines will be provided in class and on Blackboard (Bb). However, it is important to note that the instructor work hard to make this assignment relevant, interesting and energizing to YOU.

Oral Presentation

Students will make an oral presentations related to the topics studied in the CA or in this course. This may be done either individually or in groups at the discretion of the instructor. You will be required to demonstrate your skills using audiovisual technology. Presentation length will be determined and announced by the instructor based on the enrollment in the class.

Global Awareness Activity

Students will critically explore concepts of hegemony, human rights and injustice on a global scale; social problems created by political systems, ideologies and power. All students will demonstrate their global awareness through an in-class activity that could include any of the following: world map exercise, class discussion, reflection paper/ activity, research paper/ presentation, examination, case study or any other appropriate method for demonstrating cognitive complexity in global awareness. The instructor will determine the nature and scope of the activity. Students interested in conducting research on a topic related to globalization might be asked to lead a class discussion on a designated class meeting day. An assignment of different topics or readings could facilitate discussions about a broader range of topics.

Learning Assessments

Additional graded assessments will be used in this class. They will be linked to your learning in a variety of forms and contexts. These would vary across instructors and could include some or all of the following: reflection papers, community action projects, homework, quizzes, debates or examinations.

Attendance, Participation and Professional Decorum

In keeping with the norms of professional conduct, all students are expected to be responsible learners in face to-face and on-line environments. Professional, ethical, and respectful conduct is

required as is a positive and collegial attitude toward learning. A percentage of your course grade (to be determined by your professor) will be based on these professional dispositions. (1) attendance and punctuality, (2) preparation for class, (3) constructive class participation and collaboration, (4) respectful communication with course instructor and classmates, (5) demonstrated openness, respect, and sensitivity toward diversity and multiculturalism.

Students are responsible for arranging to make up work missed because of class absence. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time. In the case of unanticipated absence, the student is responsible for contacting the instructor in a reasonable amount of time (ordinarily before the next class meeting).

POLICIES:

Academic Integrity:

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.

This course is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Violations of academic integrity, including cheating and plagiarism, are considered a serious breach of these ethical standards. Academic dishonesty will result in disciplinary action which may include a 0 on the assignment, an "F" in the course, or even removal from the degree program. All assignments must be written by you. Papers cannot be ones that have already been submitted for another course nor will be submitted to another course. Students are required to submit their final draft of their competency assessments electronically through both Bb/TurnItIn (for possible plagiarism detection) and LiveText (for evaluation). Failure to adhere to these guidelines may result in a zero (0) for the project. TurnItIn resources, including documentation and video tutorials, can be found online at: http://www.turnitin.com/en_us/training/instructor-training

Standards of academic conduct are set forth in the University's and College of Education Policies and Procedures Manual. Students at FAU are expected to maintain the highest ethical standards. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see [http://wise.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Students with Disabilities:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

Religious Accommodation: In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs. The teacher will provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe and practice their religious ideology. The details of this policy appear on the FAU online University Catalog under Academic Policies and Regulations: <http://www.fau.edu/academic/registrar/FAUcatalog/>. Any student who feels aggrieved regarding

religious accommodations may/should present a grievance to the director of Equal Opportunity Programs.

Cell phone policy: Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

ASSESSMENT PROCEDURES: (Suggested percentages)

Critical Analysis	40%
Presentation – 15	
Paper – 15	
Outline/ planning - 10	
Global Activity	10%
Learning Assessments	40%
Participation/ Preparation	10%

At the end of the term the sum of the scores will be added. The total points earned in the course will then be applied to the scale below to arrive at a student's final letter grade.

A	93-100	A-	90-92	B+	87-89
B	83-86	B-	80-82	C+	77-79
C	73-76	C-	70-72	D+	67-69
D	63-66	D-	60-62	F	Below 60

AUDIO/VISUAL TECHNOLOGY:

FAU E-Mail Address (checked frequently). Go to MyFAU to obtain your e-mail address.

Blackboard site: <http://Blackboard.fau.edu>

Research using Internet browser, FAU Library, Organizations, Government Websites

Computer with word processing, presentation software (preferably Microsoft Word and PowerPoint) available in campus computer and library labs.

COURSE SCHEDULE

KK= Koppelman text; B&P = Bigelow & Peterson (*Rethinking Globalization*); Bb = Blackboard; DQ = Discussion questions

Education in a Multicultural Society: Challenges, Promises and Educational Responsibilities

Week 1: Setting the Stage:

Introduction to Course

Values and Diversity

Bb: Banks: The Stages of Ethnic Identity

KK: Chapters 1 & 7 – Understanding ourselves; Cultural Pluralism for a Diverse Society

B&P: p. 2

Week 2: Contemporary Concerns and Current Mandates

Articles (Bb): Kohn, A. (2011). Poor teaching for poor children in the name of reform.

Education Week, April 27. <http://www.alfiekohn.org/teaching/edweek/poor.htm>

Au, W. (2012). Playing smart: Resisting the script. *Rethinking Schools*, 26 (3), 30-33.

http://www.rethinkingschools.org//cmshandler.asp?archive/26_03/26_03_au.shtml

Bigelow, B (2012). From Johannesburg to Tucson. *Rethinking Schools* 26 (4), 26-29.

http://www.rethinkingschools.org/archive/26_04/26_04_bigelow.shtml

Sokolower, J (2012). Schools and the new Jim Crow: An interview with Michelle Alexander. *Rethinking Schools*, 26 (2), 13-17. (Article on the School to Prison Pipeline.)

http://www.rethinkingschools.org//cmshandler.asp?archive/26_02/26_02_sokolower.shtml

DQ: What are some of the current concerns that face students and families of marginalized backgrounds and their teachers? How might they be understood from a historical perspective? How might they be ameliorated by the principles and practices of multicultural education?

Week 3: Introduction to Multicultural Education & Critical Pedagogy

Bb: Schoorman, D. & Bogotch, I (2010). Reconceptualizing MCE

Ladson- Billings, G. (2006). From the achievement gap to the educational debt: Understanding achievement in US schools. *Educational Researcher*, 35 (7), 3-12.

Christensen, L. (2009). Teaching for joy and justice (Bb)

DQ: What is critical pedagogy and why is it a preferred approach to MCE? Reflect on your experiences with this approach to education and identify its strengths and/or drawbacks. Consider why it is also called “emancipatory”?

Week 4: Curriculum development in multicultural and global education

KK: chapter 13 – Pluralism in Schools: The Promise of Multicultural Education.

B&P: pp. 3-8. – Globalization – a view from below.

Garcia, J. (1993).

<http://www.jstor.org/stable/pdfplus/20405020.pdf?acceptTC=true>

B&P: pp. 18-28, 325-326, 329-334

DQ: Who controls the curriculum of schools in the US? What are the underlying factors that contribute to the hidden and null curricula? How does transformative knowledge make a difference?

Week 5: Prejudice and Equity in Society (and Education)

KK: chapter 2- Understanding prejudice and its causes

Bb: Allgood, I. (2001)

DQ: “Where ignorance is our master, there is no possibility of real peace.” (The Dalai Lama). Explain this quote and provide historical/global examples to support your argument.

Week 6: Racism: Local and global

KK: chapters 5 & 8

B&P: pp. 33-49, 93-94; 118-122

DQ: What is the relationship between racism and inequality? What are the root causes of racism (and its intersections with poverty) in the US? How is racism perpetuated at various levels (individual, cultural, institutional)? What is the relationship between racism and colonization at the local and global levels? How might understanding the impact of these experiences make us better teachers?

Week 7: (Im)Migration, Linguistic imperialism & Xenophobia: Opportunities & Oppression

KK: chapter 4 – Immigration and Oppression: Cultural and Language Diversity

Bb: From the Editors of *Rethinking Classrooms*

Standing up for Immigrant students (2003)

http://www.rethinkingschools.org/archive/18_02/stan182.shtml

Every School a Sanctuary (2010)

http://www.rethinkingschools.org/archive/25_02/edit252.shtml

DQ: What would a Native American perspective on US immigration look like? How would it be similar to or different from the experience of those who were colonized in nations across the world?

Week 8: Impact of Corporatization and Classism

KK: Chapter 9: Classism: Misperceptions and Myths about income, wealth and poverty.

B&P: pp. 9-13, 64-67, 115-117, 162-176; 91-211

Kozol, J. (2005).

<http://www.english.iup.edu/hcs/Rural%20Literacy%20Readings/Kozol%20Confections%20of%20Apartheid.pdf>

DQ: What are the similarities and differences between the USA and other nations about how wealth and poverty (and the gap between those who experience them) are sustained? What should be the role of education in this context?

Week 9: Gender Equity (Perpetuation of Sexism)

KK: chapter 10: Sexism

Espinosa, L. (2003). http://www.rethinkingschools.org/archive/17_03/seve173.shtml

Hofmann, S. (2005/2006)

http://www.rethinkingschools.org/archive/20_02/mile202.shtml

DQ: As we look at the status of women nationally and globally, what conclusions might we draw about the nature and function of sexism at the individual and institutional levels? Have conditions improved nationally and/or globally for women in the 21st century?

Week 10: Sexual orientation and the culture of bullying

KK: chapter 11: Heterosexism

Quinn, T & Meiners, E. (2007).

http://www.rethinkingschools.org/archive/21_04/ask214.shtml

Jihad for Love: Heterosexism around the world

Part 1: <http://www.youtube.com/watch?v=C-ESJEZemiQ>

Part 2: <http://www.youtube.com/watch?v=Wmxml96S17Y>

Part 3: <http://www.youtube.com/watch?v=1OKGnWtPhGI>

Part 4: http://www.youtube.com/watch?v=rT_uegiECmY

DQ: How do the readings on homophobia and heterosexism in the US and around the world illustrate a social justice/human rights concern? What should be the role of educators in addressing this reality?

Week 11: Religious bias (oppression)

KK: Chapter 6: The struggle for religious freedom

Bb: Kirmani & Laster (2003)

http://education.gsu.edu/yzhao/responding_to_religious_diversity_in_lassrooms.pdf

DQ: How has national and global religious oppression impacted people of minority religion groups? What factors inhibit achieving true equity through religion both globally and nationally? What is meant by the separation of church and state?

Week 12-14: Presentations

Powerpoints/papers posted on LiveText and Blackboard.

Papers submitted on Blackboard to SafeAssign/Turnitin

BIBLIOGRAPHY:

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DEPARTMENTAL SUPPORT TO REMOVE PRE-REQUISITE FOR EDF 3610

From: Dilys Schoorman □

Sent: Monday, November 21, 2016 8:10 AM□

To: Michael Whitehurst <whitehur@fau.edu>; Deena Wener <wener@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Barbara Ridener <BRIDENER@fau.edu>; Michael Brady <mbrady@fau.edu>□

Subject: Course pre-requisite change - no conflict statement request

Colleagues:

Our department voted to eliminate the pre-requisite for our undergraduate course *EDF 3610: Education in a Multicultural Society*. Previously, the pre-requisite indicated the desired sequencing of the two multicultural courses in the elementary education program. As it is no longer a requirement of the program, we would like to attract a wider range of students to this course. The elimination of the pre-requisite would support this goal.

Per the requirements of the curriculum approval process, I am writing to ask for your statement of no conflict. Let me know if you would like to see a syllabus. The requested change to the catalog is represented below.

Thanks,

Dilys

Education in a Multicultural Society (EDF 3610) 3 credits □ ~~Prerequisite: EDF 2085 or equivalent,~~ or permission of instructor□

Explores the historical perspectives on issues central to education in the context of diversity at the local, national and global levels. Students conduct research on topics in multicultural and global education that highlight the experience and perspectives of under-represented groups.



Dilys Schoorman, Ph.D.
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Tel: 561 297-3965
Fax: 561 297 2925

From: Michael Brady <mbrady@fau.edu>
Date: Monday, November 21, 2016 at 9:34 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: Re: Course pre-requisite change - no conflict statement request

No conflict with courses or curriculum in ESE. Good luck.
M Brady

From: Michael Whitehurst <whitehur@fau.edu>
Date: Monday, November 21, 2016 at 9:48 AM
To: Paul Peluso <ppeluso@fau.edu>, Dilys Schoorman <dschoorm@fau.edu>
Cc: Deena Wener <wener@fau.edu>, Robert Shockley <SHOCKLEY@fau.edu>, Barbara Ridener <BRIDENER@fau.edu>, Michael Brady <mbrady@fau.edu>
Subject: Re: Course pre-requisite change - no conflict statement request

No conflict with ESHP.

From: Barbara Ridener <BRIDENER@fau.edu>
Date: Monday, November 21, 2016 at 9:50 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: RE: Course pre-requisite change - no conflict statement request

No conflict for Teaching and Learning

Barbara

From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Tuesday, November 22, 2016 at 11:31 AM
To: Dilys Schoorman <dschoorm@fau.edu>, Michael Whitehurst

<whitehur@fau.edu>, Deena Wener <wener@fau.edu>, Paul Peluso <ppeluso@fau.edu>, Barbara Ridener <BRIDENER@fau.edu>, Michael Brady <mbrady@fau.edu>

Subject: RE: Course pre-requisite change - no conflict statement request

No objection from EDLRM. RS

Angela Rhone

From: Dilys Schoorman
Sent: Tuesday, November 29, 2016 8:08 AM
To: Yashwant Bhagwanji; Angela Rhone
Subject: Re: Request from CCEI for change in EDF 3610

Dear Drs. Bhagwanji and Rhone:

Please note a VERY significant fact.

The state's position on EDF 2085 is not relevant to this request. Please remove it from any correspondence on this. If needed, we will provide an additional and formal rationale for this change, which is as follows:

The reason for the change in the request is that EDF 3610 is NO LONGER required in the elementary education program. Consequently, there is no need to specify a sequencing pre-requisite for this course.

This was the rationale presented to the chairs in my note to them asking for no conflict statements.

EDF 2085 is currently being required in the Elementary Education program. It will serve as the pre-requisite for the new course in multicultural education being developed for the Elementary Education program. This fact is also not relevant to the request presented.

Thanks so much.
Dilys

Dilys Schoorman, Ph.D.

Professor and Chair

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Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref=ts&fref=ts>

On 11/29/16, 7:58 AM, "Yashwant Bhagwanji" <ybhagwan@fau.edu> wrote:

Dear Dr. Rhone,

CCEI is seeking a change in the prerequisite for EDF 3610. EDF 2085 is currently a prerequisite for the course and the department is requesting that the prerequisite be removed. As you know, EDF 2085 is no longer a state requirement and is not required in the revised elementary education program. Attached is the syllabus reflecting the change where the prerequisite has been removed, along with notes from department chairs saying no conflicts. The form for course change has been attached as well.

Thanks for helping in the approval process for the change.

Dr. Bhagwanji
CCEI UPC representative

Angela Rhone

From: Dilys Schoorman
Sent: Tuesday, November 29, 2016 8:08 AM
To: Yashwant Bhagwanji; Angela Rhone
Subject: Re: Request from CCEI for change in EDF 3610

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Thanks so much.
Dilys

Dilys Schoorman, Ph.D.

Professor and Chair

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Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref=ts&fref=ts>

On 11/29/16, 7:58 AM, "Yashwant Bhagwanji" <ybhagwan@fau.edu> wrote:

Dear Dr. Rhone,

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Thanks for helping in the approval process for the change.

Dr. Bhagwanji
CCEI UPC representative