FAU
FLORIDA ATLANTIC
UNIVERSITY
College of Education

Department of Curriculum, Culture, & Educational Inquiry
FLORIDA ATLANTIC UNIVERSITY

COURSE TITLE: Community Engagement for Global Consciousness

COURSE NUMBER: EDF 4802	**Section #** **CRN:**
Class Schedule:	**Campus/Room:**
Instructor:	**Email:**
Phone: 561-297-6598 or 6594 (CCEI Office)	**Office:**
Office Hours:	Additional hours available by appointment
Credits: 3	

Pre-Requisite: EDF 2854: The Educated Citizen in a Global Context

Catalog Description:
An Academic Service-Learning course in which students will critically reflect on their roles as emergent professionals and decision makers in a changing world through the study of a range of global challenges and opportunities pertinent to democracy, sustainability, and social justice. Students will complete a community engagement project as part of Academic Service Learning Requirement (15 Hours).

Course Purpose & Objectives:
As a capstone course in the Diversity and Global Studies Certificate program, this course will build on prior knowledge of issues and concerns about democracy, sustainability, and social justice at the local and global levels to facilitate the application of their learning in community engagement projects. Students will consider global perspectives on the role and purpose of education in preparing conscientious global citizens, and engage in an Academic Service-Learning Project to explore the ways in which global consciousness could be used to serve humanity.

Students will be able to:
1. Recognize and articulate global perspectives on the role and purpose of education in preparing conscientious global citizens and decision makers.

2. Critically reflect on the role and impact of advocacy vs. apathy, in matters of disparity, conflict, and extremism on diverse groups around the world.

3. Explain the nature and impact of transformative service and advocacy on under-served groups.

4. Analyze the actions and motivations of selected individuals who demonstrated servant leadership, and explain the impact of their actions on others.

5. Engage in critical praxis to recognize how advocacy could be used to transform sociopolitical realities of today's world.

* Required Texts & Suggested Resources

Students will check with the instructor, before purchasing the book. The following seven books will be used for "Reading Circle Projects" (for more information, see the section on Course Requirements). Students will be divided in seven groups, and each group will choose one of the following books as their textbook. The books demonstrate incredible efforts of individuals who work(ed) to defend human rights, protect the planet, and promote peaceful and just institutions. The individuals were awarded the Nobel Prizes for their significant contributions. The books also exemplify the ongoing work of individuals and institutions to achieve the United Nations Sustainable Development Goals (SDGs). There are 17 SDGs, which aim to eliminate poverty and hunger; reduce inequalities; promote gender equality, education, and good health; protect the environment; and build sustainable communities (Source: http://www.undp.org/content/undp/en/home/sustainable-development-goals.html).

#	Books	SDG Goals	ISBN
1	Mohammad Yunus: A World of Three Zeros: The New Economics of Zero Poverty, Zero Unemployment, and Zero Net Carbon Emissions	SDG 1: No Poverty; SDG 2: Zero Hunger; SDG 10: Reduce Inequalities	978-1610397575
2	Tawakkol Karman: Iron Jasmine: How an Arab Woman Led Her Country's Fight for Democracy	SDG 5: Gender Equality SDG 16: Peace, Justice, and Strong Institutions	978-1137279651
3	Kailash Satyarthi: Will for Children	SDG 4: Quality Education SDG 8: Decent Work & Economic Growth; SDG 10: Reduce Inequalities	978-9386300355
4	Wangari Maathai: Replenishing the earth	SDG 13: Climate Action	978-0307591142
5	Desmond Tutu: No Future Without Forgiveness	SDG 16: Peace, Justice, and Strong Institutions	978-0385496902
6	The Dalai Lama: Freedom in Exile	SDG 16: Peace, Justice, and Strong Institutions	978-0060987015
7	Nadia Murad & Amal Clooney: The Last Girl: My Story of Captivity, and My Fight Against the Islamic State	SDG 5: Gender Equality SDG 8: Decent Work & Economic Growth; SDG 16: Peace, Justice, and Strong	978-1524760434

		Institutions	

*Please see readings listed in the course schedule and the bibliography.

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. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional and ethical conduct in class. Attendance is important and is a part of your class participation grades. Attendance will be taken by the instructor at the beginning of each class meeting. There will be implications for your grades if you leave class early or arrive late. You are responsible for getting missed content and class notes from classmates.

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 the Student Accessibility Services (SAS) - in Boca Raton SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) - and follow all SAS procedures. Students who require assistance should notify the professor immediately by submitting a letter from the SAS to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Counseling and Psychological Services (CAPS) 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/

Code of 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. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

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 instructor 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.

Assignment Policy:
Late work is not accepted in this course except as per specified by FAU University and COE policy. It is your responsibility to stay aware of all assignment due dates to successfully submit all required work in a timely manner.

All assignments should be typewritten in APA format. General guidelines include:
- Font Size: 12; Font Type: Times New Roman Font or Calibri or Arial
- Double-spaced; Include page numbers
- File Name: Last Name – First Name – Short Form of the Assignment

You need to make sure that you have an electronic copy of all assignments throughout the semester. Please note that the instructor may ask you to submit a soft copy on Canvas when needed.

Web-Assisted Instruction:
Technology is infused into this course through the use of Canvas. In order to use Canvas, you will need to have an FAU e-mail account. You will be able to access this course through https://canvas.fau.edu/ and by following the directions for entering user ID and password. The Canvas site will provide supplementary instructional materials, guidelines for assignments, additional class readings, and the discussion board. It is assumed that all of you have access to a computer (available in several locations at FAU).

Classroom Etiquette:
University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." The use of any electronic devices in the classroom should be limited to the content and activities taking place there.

Course Requirements

Participation
As a course that emphasizes community engagement, it is crucial that you practice active and responsible engagement within the community of the class. For this reason, a significant portion of your grade will be based on your contributions to the learning of the collective. This includes journal responses and discussion board posts, reading circle presentations, and community building, as described below.

- ***Journal Responses and Discussion Boards (15 Points):*** Each week as an indication of your commitment to being prepared for class participation, you will respond to journal prompts, discussion questions, or homework assignments related to the week's assigned

readings. Typically, this will require that you offer short responses (written or oral, using Flipgrid or other online video-recording tool), analyzing the key ideas/concepts of the readings, and reflecting on the applications of these ideas to your own lives. These responses will be used to facilitate class discussions. Note: preparation is considered a pre-requisite to class participation.

- ***Reading Circles (15 Points):*** From weeks 5-11, learning will revolve around the discussion of books selected to highlight leadership and advocacy linked to one of the Sustainable Development Goals. It is intended that you will select a goal that is linked to your community engagement project. You will work in groups to read and reflect on a selected book, and will work collaboratively to prepare an informative and engaging book presentation (45-60 minutes) that will include thorough examination of the following:
- The issue and its significance in a particular community
- Historical and/or socio-political context under which the issue developed
- The impact of the issue on the community / diverse groups
- Individuals' advocacy initiatives in addressing the issues
- Key examples or milestones during the process
- Implications for other communities in attaining Sustainable Development Goals
- Implications for citizens' advocacy and servant leadership

Presentation evaluation criteria will include coherence among group members' ideas, comprehensive understanding of the issue, and engaging presentation style.

- ***Community Building (15 points):*** This class is intended to serve as a space in which you develop together as advocates, collaborators, and leaders on issues that affect our communities. Consequently, what it means to engage in class discussions with our colleagues and instructor will require the responsibility of preparation, the openness to multiple perspectives, the willingness to listen actively, the ability to facilitate dialogue, and the capacity for critical reflection expected of the educated decision maker. Recognize that how each individual chooses to act will have a positive or negative impact on colleagues.

Engagement in class (and on discussion boards) should embody the ideals of democratic living, which include:

- The responsibility for being informed and prepared for discussion
- A commitment to thoughtful and meaningful contributions
- Active and respectful listening
- Facilitating the equitable participation of all (especially the less vocal)
- Contributing to discussions without dominating them
- Evident openness to diverse perspectives
- Treating others with respect (even when you disagree with them)
- Attendance and punctuality
- Appropriate use of electronic devices (for class-specific activities)

Advocacy Profile (10 Points)

Following the reading about "Servant Leadership," you will profile a leader of your choice who exemplifies the principles and actions of a servant leader. This individual does not have to be famous, but someone who is deeply committed to the issues of social justice and engages in advocacy in his/her everyday life. The following options could be considered for this assignment:

Option #1: You will interview an individual who demonstrates exemplary servant leadership. You will design an interview protocol based on the readings about "Servant Leadership," and ask questions pertaining to the interviewees' motivations for engaging in this work, the communities they serve, their understanding of advocacy, and their values as a decision maker.

Option #2: You will profile a person in society (identified through newspapers, books, and the internet) who demonstrates exemplary servant leadership. Although you will not interview the person, you should develop a list of questions that serve as a framework for how you will develop this person's advocacy profile.

You will analyze how your selected advocate's education (formal and informal), life experiences, socio-political contexts, and cultures shape their actions. Finally, you will reflect on what advocacy entails and what it means to be an "educated" decision maker in today's globalized world.

Community Engagement Project (Academic Service Learning)
(Field Work + Research Report + Presentation = 45 points)
A key focus of this class is community engagement. The Community Engagement Project will consist of multiple parts:
- Field work in the community
- Research Report on the community engagement project, including student learning outcomes
- In-class group presentation (based on the community organization, you chose for your field work)

- *Field work:* You will volunteer at a local non-profit organization, working on global issues for 15 hours. You will engage in activities based on the needs of the organizations, ranging from creating reports, assisting with educational workshops, to engaging in advocacy campaigns to understand the organization's mission and work. During the process, you will observe how various individuals within the organization serve the community and how they contribute to the community through their service. Additionally, they will also explore the connection between local community work and global goals (SDGs), and reflect on their own roles as emergent leaders in that context.

Group Research Report (Paper + Presentation)
The Research Report related to the Community Engagement project will comprise the following sections:
1. A *review of literature* on the global issue in focus. This will include books read as part of class assignments as well as independent research including relevant academic sources,

appropriate websites, news reports, and databases. This review will establish the central concerns surrounding the issue in focus, as experienced globally and locally.

2. ***Reflection Report on the experiences and learning outcomes of the field work.***
The Academic Service-Learning (field experience) Reflection report is a means for you to synthesize your observations and thoughts about diverse aspects of your field work, articulate your learning about advocacy and global consciousness as facilitated by this field experience, reflect critically on such observations and initial thoughts, and integrate class discussion and reading with field work. Your report should demonstrate a critical reflection of your application of the theory, concepts, and ideas from your course work. You should keep a journal in which you record your thoughts, narratives, and insights about your daily experiences in the field and their connections to your academic work. Criteria for grading will include your ability to integrate theory with practice, critical reflectiveness, organization of ideas, clarity of expression, the ability to consider multiple points of view, and professional style of presentation (e.g.: proofread, formal diction). Consider the following questions to highlight your learning pertinent to advocacy and knowledge about the selected global issue:
   a. What was your initial understanding of the selected global issue? How has that understanding evolved during your participation in this project?
   b. How and why might AcSL be a source of learning that literature and books are unable to provide alone?
   c. How did Academic Service-Learning (AcSL) contribute to your understanding of responsible servant leadership and extend the insights from the literature review on the global issue studied?
   d. How do you define yourself as an emergent leader? What did you learn about yourself, both personally and professionally, in terms of personal attributes, skills, biases, and inhibitions regarding servant leadership?
   e. How will this experience help you in your journey as conscientious global citizen? (OR) What can/will you do later in your personal and professional life differently that was a direct result of this experience?

3. As a culminating class activity, you will present your learning from the field work and research to the class (and invited guests) in an interactive class ***presentation***. The presentation should demonstrate your understanding of how your service was purposeful and meaningful to the organization/agency and how your academic learning was impacted by this experience. You are encouraged to use audio-visual technology and engage in interactive discussion with the audience; reading of the paper will NOT be appropriate. You could use any of the following formats for your group presentations:
   a. Multimedia Class Presentations: Create a video or photo documentary with titles, indicating your reflection on the AcSL experience.
   b. Mapping: Create a visual map that shows how the service-learning experience developed your understanding of the organization's work, the selected global issue, and servant leadership.
   c. Creative Projects: Make a collage, write a poem, or song to express your experience and understanding.

Grading Scale: Your grade will be based on points earned on the following:

Assignment	Points
Participation • Journal Responses & Discussion Boards (15) • Reading Circles (15) • Community Building (15)	45
Leadership Profile (10)	10
Community Engagement Project • Academic Service-Learning: 15 Hours (15) • Research Report (20) • Research Presentation (10)	45
Total	100

Letter Percent Grade Points

A	93-100 = 4.0	C	73-76 = 2.0	
A-	90-92 = 3.67	C-	70-72 = 1.67	
B+	87-89 = 3.33	D+	67-69 = 1.33	
B	83-86 = 3.00	D	63-67 = 1.00	
B-	80-82 = 2.67	D-	60-62 = 0.67	
C+	77-79 = 2.33	F	59-00 = 0.00	

Course Schedule
(Log-in to Canvas to access weekly readings)

Week	Topics & Readings	Assignment
1	Introduction to the Course • What are current global issues? • What are Global Goals for Sustainable Development (SDGs)? • How could individuals contribute to the attainment of SDGs? Readings: a. The UN Global Issues Overview: http://www.un.org/en/sections/issues-depth/global-issues-overview/index.html) b. The UN Sustainable Development Goals: http://www.globalgoals.org/	Review SDGs and identify goal(s) most salient to your proposed Community project (CP)
2	The Role of Education in Developing Globally Conscious	Video Journal 1 Due

	Decision Makers
	
	• How do diverse nations/regions/cultures understand the role of education in developing future leaders?
	• How do these philosophies/perspectives of education help us to approach current global issues?
	
	Readings: (Group A = Reading a; Group B = Reading b)
	  a. Biraimah, K. L. (2016). Moving beyond a destructive past to a decolonised and inclusive future: The role of ubuntu-style education in providing culturally relevant pedagogy for Namibia. *International Review of Education*, 62, 45-62.
	  b. Mikander, P. (2016). Globalization as continuing colonialism: Critical global citizenship education in an unequal world. *Journal of Social Science Education*, 15(2), 70-79.
		(Flipgrid)
		
		Placement for CP
		
		Discuss Interview Assignment

3	Learning to Serve the Community
	
	• What makes a person a leader?
	• How do education, experience, socio-political context, personal values/ philosophy, and culture shape one's decision making?
	• What does it mean to be an "educated" decision maker in context of a globalized world?
	• What is the relationship between "altruism" and "servant leadership?"
	
	Readings:
	  a. Greenleaf, R. K. (1977). The servant as leader. In Greenleaf (Eds.), *Servant leadership*, 2-28. New York City, NY: Paulist Press.
	  b. Post, S. G. (2005). Altruism, happiness, and health: It's good to be good. *International Journal of Behavioral Medicine*, 12(2), 66-77.
		Video Journal 2 Due (Flipgrid)
		
		Develop Interview Protocol in class

4	Globalization: Challenges and Opportunities • What is globalization? • How do you view the process of globalization? • What opportunities and challenges does it represent? • What would leadership look like in shaping globalization for the common good? Readings:	Video Journal 3 Due (Flipgrid)

	a. Bettignies, H.C.D. & Lépineux, F. (2009). Can multinational corporations afford to ignore the global common good? *Business and Society Review*, 114*(2)*, 153-182.	
5	Global Issue: Economic Disparities SDG 1, 2, & 10 *Book Presentation:* Group 1: *A World of Three Zeros . . .* • What is poverty? Which regions are affected the worst by poverty? Why? • What is our role, individually and collectively in the perpetuation or interruption of unjust economic disparities? Readings: a. Peters, R. T. (2004). *In search of the good life: The ethics of globalization.* New York, NY: Bloomsbury Publishing. (need to identify a chapter)	Interview Assignment Due: Book Presentation 1
6	Global Issue: Global Conflicts and Displacement I SDG 10 & 16 *Book Presentations:* Group 2: *Freedom in exile . . .* • What are the root causes of global conflicts? • How do societies ensure safety and dignity of all its members? Readings: a. UNHCR (2016). Introduction. In *Global trends: Forced displacement in 2016.* Geneva, Switzerland. b. Stewart (2002). Root causes of violent conflict in developing countries, *British Medical Journal*, 324, 342-345.	Identify articles / reports pertaining to the global issue in context of your CP Book Presentation 2
7	Global Issue: Post-Conflict Reconstruction SDG 16: Peace, Justice, and Strong Institutions *Book Presentation:* Group 3: *No Future without . . .* • What are the key characteristics of strong and just institutions?	Book Presentation 3 Discussion Board A Work on Developing CP Literature Review

	• How did the individuals in the book (reading circle) advocate for peace, justice, and strong institutions? • How did they become leaders? What approaches did they take? What could we learn in terms of leadership approaches and goals? Readings: a. Clark, J. (2009). Learning from the past: Three lessons from the Rwandan genocide. *African Studies, 68(1)*, 1-27.	

8	Global Issues: Child Labor & Human Trafficking
	SDG: 5, 8, & 16
	
	Book Presentations:
	Group 4: Will for Children . . .
	Group 5: The last girl . . .
	
	• What are different approaches to stop child labor/human trafficking?
	• How will the attention to other SDGs help us to address the issue child labor (e.g. SDG 4&5)?
	
	Readings: (Group A: Reading a; Group B: Reading b)
	  a. Human Rights Watch: World Report (2017). https://www.hrw.org/world-report/2017
	  b. Conventions on the Rights of the Child https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf
		Book Presentations 4 & 5
		
		Discussion Board B

9	Global Issues: Environmental Issues SDG 13 (11, 12, 15) *Book Presentation:* Group 6: *Replenishing the earth . . .* • What is environmental justice? • Which groups are at the receiving end of our apathy towards environmental issues? • What should be our role as globally conscious leaders in addressing this issue? Readings: a. UNC Exchange Project (2006). *Real people, real stories: Seeking environmental justice.* University of North Carolina, Chapel Hill: NC.	Book Presentation 6 Work on CP Reflection

10	Global Issues: Gender Inequity SDG 5 & 10 _Book Presentation:_ Group 7: _Iron Jasmine_ . . . • How is gender equality linked to sustainable development? • What role could gender equality play in social development? Readings a. UNFPA (2017). _Worlds apart: Reproductive health and rights in an age of inequality._ New York, NY.	Book Presentation Group 7
11	Literature Review: Community Engagement Project Individual Consultation	
12	Reflection: Community Engagement Project Individual Consultation	Community Project Research Report Due
13	Presentations: Community Engagement Project	
14	Presentations: Community Engagement Project	

Bibliography

Biraimah, K. L. (2016). Moving beyond a destructive past to a decolonised and inclusive future: The role of ubuntu-style education in providing culturally relevant pedagogy for Namibia. _International Review of Education, 62,_ 45-62. DOI 10.1007/s11159-016-9541-1.

Burroughs, D. & Powell, C. (2011). _Not in my town: Exposing and ending human trafficking and modern-day slavery._ Birmingham, AL: New Hope Publishers.

Çelik, H. (2007). The role of education in a globalized world. In Globalisation for the Common Good: An Inter-Faith Perspective, 6th Annual Conference. Retrieved from http://www.academia.edu/1519578/A_NonViolent_Path_to_Conflict_Resolution_and_Pe acebuilding.

Etieyibo, E. ((2017). Moral education, ubuntu and ubuntu-inspired communities. _South African Journal of Philosophy, 36(3),_ 311-325. DOI: 10.1080/02580136.2017.1269995

Fauzan, N. (2007). The implication of globalization on education: Smart schools and values education. *The International Journal of Diversity in Organizations, Communities, and Nations, 7(2)*, 173-178.

Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.

Hall, T. (2007). *Changing the face of hunger: The story of how liberal, conservatives, republicans, democrats, and people of faith are joining forces in a new movement to help the hungry, the poor, and the oppressed*. Nashville, TN: Thomas Nelson.

Mason, T. D. & Meernik, J. D. (2006). *Conflict prevent and peace-building in post-war societies: Sustaining the peace*. London, UK: Routledge.

Maathai, W. (2011). An African future: Beyond the culture of dependency. *Open Democracy: Free Thinking for the World*. Retrieved from https://www.opendemocracy.net/article/an-african-future-beyond-the-culture-of-dependency

Mikander, P. (2016). Globalization as continuing colonialism: Critical global citizenship education in an unequal world. Journal of Social Science Education, 15(2), 70-79.

Mofid, K. (2002). *Globalization: For the common good*. London, UK: Shepheard-Walwyn.

Peters, R. T. (2004). *In search of the good life: The ethics of globalization*. New York, NY: Bloomsbury Publishing.

Post, S. G. (2005). Altruism, happiness, and health: It's good to be good. *International Journal of Behavioral Medicine, 12(2)*, 66-77.

Sirleaf, E. J. (2010). *This child will be great: Memoir of a remarkable life by Africa's first woman president*. New York, NY: Harper Perennial.

Stewart, F. (2002). Root causes of violent conflict in developing countries. *British Medical Journal*, 324, 342-345.

Swerdlow, L. K. (2016). *Global activism in an American school: From empathy to action*. Lanham, MD: Rowman and Littlefield Publishers.

The Office of the United Nations High Commissioner for Refugees (2017). *Global trends: Forced displacement in 2016*. Retrieved from UNHCR website: www.unhcr.org/statistics.

Yunus, M., & Jolis, A. (2003). *Banker to the poor: Micro-lending and the battle against world poverty*. New York, NY: PublicAffairs.

Zehr, H. (2002). *The little book of restorative justice*. Vermont: Good Books Publishing.

Useful Web sources

An International Network for Education in Emergencies: http://www.ineesite.org/en

Global Conflict Tracker: https://www.cfr.org/interactives/global-conflict-tracker#!/global-conflict-tracker

Global Goals for Sustainable Development: https://www.globalgoals.org/

Globalization: http://www.globalization101.org/

Human Rights Watch: https://www.hrw.org/

Servant Leadership: https://www.greenleaf.org/our-journey/

Support the White Helmets: https://www.whitehelmets.org/en

The Green Belt Movement: http://www.greenbeltmovement.org/

United Nations Population Fund: https://www.unfpa.org/

United Nations High Commissioner for Refugees: http://www.unhcr.org/en-us/

United Nations International Children's Emergency Fund (UNICEF): https://www.unicef.org/

United Nations: World Day of Social Justice: http://www.un.org/en/events/socialjusticeday/

Documentary – I Learn America - http://ilearnamerica.com/watch/

The United Nations Together Campaign for migrants and refugees: https://together.un.org

An International Network for Education in Emergencies: http://www.ineesite.org/en

Committee on Teaching about the United Nations: http://www.ctaun.org/

From: Michael Whitehurst <whitehur@fau.edu>
Date: Thursday, April 19, 2018 at 4:22 PM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: Re: Undergraduate program curriculum

Dilys,
No conflict with ESHP programs.
Mike

On 4/19/18, 4:42 PM, "Paul Peluso" <ppeluso@fau.edu> wrote:

No conflicts with CE.

Sent from my iPhone

Date: Friday, April 20, 2018 at 4:01 PM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: RE: Undergraduate program curriculum

This does not appear to conflict with or duplicate courses or curriculum in the ESE
Department.
Good luck.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281

From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Friday, September 7, 2018 at 2:04 PM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: RE: Undergraduate program curriculum

We are now ok with the proposal. Thanks. Bob