

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CURRICULUM, CULTURE, AND
EDUCATIONAL INQUIRY

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEC COURSE NUMBER 6760 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: Foundations of Early Childhood Environmental Education

EFFECTIVE DATE

(first term course will be offered)

SUMMER 2015

CREDITS²:

3

TEXTBOOK INFORMATION:

Bhagwanji, Y. (2011). *Early childhood environmental education rating scale: A formative evaluation tool to help programs improve nature education for young children*. Washington, DC: North American Association for Environmental Education (NAAEE).
 Carson, R. (1998). *The sense of wonder*. New York, NY: HarperCollins Publishers, Inc.
 Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
 Louv, R. (2011). *The nature principle: Reconnecting with life in a virtual age*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
 Monroe, M., & Krasny, M. (2013). *Across the spectrum: Resources for environmental educators*. Washington, DC: North American Association for Environmental Education (NAAEE).
 North American Association for Environmental Education (NAAEE). (2010a). *Early childhood environmental education programs: Guidelines for excellence*. Washington, DC: Author.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: Focus on issues as well as trends affecting children's development, health, and learning from environmental education and sustainability perspectives. Study of recommended practices as well as programmatic and system requirements in enhancing access to nature, environmental literacy, and healthy development of children. Field experience required.

PREREQUISITES*: N/A

COREQUISITES*: N/A

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: N/A

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL DEGREE

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD): EARLY CHILDHOOD EDUCATION, ENVIRONMENTAL EDUCATION, SCIENCE EDUCATION

Faculty contact, email and complete phone number:
Yash Bhagwanji, ybhagwan@fau.edu, 7-3579

Please consult and list departments that might be affected by the new course and attach comments.³
Please see attached documents.

<p>Approved by:</p> <p>Department Chair: <u>[Signature]</u></p> <p>College Curriculum Chair: <u>[Signature]</u></p> <p>College Dean: <u>[Signature]</u></p> <p>UGPC Chair: <u>[Signature]</u></p> <p>Graduate College Dean: <u>[Signature]</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>01-05-15</u></p> <p><u>2/10/15</u></p> <p><u>2/12/15</u></p> <p><u>2/16/15</u></p> <p><u>2/26/15</u></p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



Semester and Year
Department of Curriculum, Culture, and Educational Inquiry (CCEI)

Instructor:

Office Hours:

Office:

Class Day/Time:

Phone:

Class Location:

E-mail:

COURSE NUMBER: EEC 6760

COURSE TITLE: Foundations of Early Childhood Environmental Education

CATALOG DESCRIPTION:

Focus on issues as well as trends affecting children's development, health, and learning from environmental education and sustainability perspectives. Study of recommended practices as well as programmatic and system requirements in enhancing access to nature, environmental literacy, and healthy development of children. Field experience required. 3 credit hours.

REQUIRED READINGS:

- Bhagwanji, Y. (2011). *Early childhood environmental education rating scale: A formative evaluation tool to help programs improve nature education for young children*. Washington, DC: North American Association for Environmental Education (NAAEE).
- Carson, R. (1998). *The sense of wonder*. New York, NY: HarperCollins Publishers, Inc.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
- Louv, R. (2011). *The nature principle: Reconnecting with life in a virtual age*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
- Monroe, M., & Krasny, M. (2013). *Across the spectrum: Resources for environmental educators*. Washington, DC: North American Association for Environmental Education (NAAEE).
- North American Association for Environmental Education (NAAEE). (2010a). *Early childhood environmental education programs: Guidelines for excellence*. Washington, DC: Author.
- Other readings, as assigned.

SUGGESTED READINGS:

- Bredenkamp, S., & Copple, C. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
- DeBord, K., Hestenes, L., Moore, R., Cosco, N., & McGinnis, J. (2005). *The Preschool Outdoor Environment Measurement Scale*. Lewisville, NC: Kaplan.
- DiGiulio, R., & Benson, W. (2002). *Interconnections between human health and ecological integrity*.

Pensacola, FL: Society of Environmental Toxicology and Chemistry.
North American Association for Environmental Education (NAAEE). (2010b). *Excellence in environmental education: Guidelines for learning*. Washington, DC: Author.
North American Association for Environmental Education (NAAEE). (2010c). *Guidelines for the preparation and professional development of environmental educators*. Washington, DC: Author.
Palmer, J., & Neal, P. (2007). *The handbook of environmental education*. Oxford, UK: Taylor & Francis.
Schlottmann, C. (2012). *Conceptual challenges for environmental education: Advocacy, autonomy, implicit education and values*. Oxford, UK: Peter Lang International Academic Publishers.

AUDIO/VISUAL TECHNOLOGY:

Computer: Blackboard

Computer: APA Style web sites:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>;

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm>

<http://www.apastyle.org/fifthchanges.html>

Computer: E-mail

Computer: Power Point Presentations

Computer: Word processing

Overhead projector, Computer Projector, VCR

CD-ROM's, DVD, Laser Disks

ELECTRONIC DEVICES:

Use of any electronic devices in the classroom should be limited to the instructional content and activities. Inappropriate use of such devices may result in the student's removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Common Core State Standards (CCSSO)

Early Childhood Environmental Education Programs: Guidelines for Excellence (NAAEE)

Educator Accomplished Practices for FAU (EAP-FAU)

Excellence in Environmental Education: Guidelines for Learning (NAAEE)

Florida Early Learning and Developmental Standards: Birth to Four Years (FL ELDS/B-4)

Florida Early Learning and Developmental Standards for Four-Year-Olds (FL ELDS/4)

Florida Educator Accomplished Practices (FL EAP)

Florida Prekindergarten/Primary Education Specialization Competencies (FL PK/P)

Guidelines for the Preparation and Professional Development of Environmental Educators (NAAEE)

Personnel Standards for Early Intervention and Early Childhood Special Education (CEC/DEC)

Recommendations for Technology in Teacher Education (NCATE)

Standards for Early Childhood Professional Preparation Programs (NAEYC)

The Head Start Child Development and Early Learning Framework (HS CD/ELF)

COURSE OBJECTIVES:

Students will:

1. Identify and describe developmental theories pertinent to children's growth, development, health, and learning
2. Identify environmental issues affecting children's development, health, and learning

3. Identify goals of environmental education/literacy and education for sustainability during the early childhood years
4. Utilize professional recommendations for the design of environmental learning settings and educational opportunities
5. Utilize appropriate program evaluation options in early childhood environmental education

CONTENT OUTLINE:

Week	Topic(s)	Readings, Assignments, and Due Dates
1	Introductions Syllabus review Children's development, health, and learning conditions – trends, challenges, and needs	Louv (2008): Part I: The new relationship between children and nature; Part II: Why the young (and the rest of us) need nature; Part III: The best of intentions: Why Johnnie and Jeannie don't play outside anymore
2	What is environmental education? environmental literacy? education for sustainability? Historical perspective The importance of ECEE and how it differs from EE with older children and adults Call for action	NAAEE: http://www.naaee.net/what-is-ee NAAEE (2010c) – Theme Two: Foundations of Environmental Education Monroe & Krasny: Chapter 1 – Foundations of environmental education; Chapter 3 – Current trends in environmental education World Forum Foundation: http://www.worldforumfoundation.org/wf/nacc/call_to_action.pdf
3	Societal issues related to environmental education and sustainability – local, regional, international Universal principles for connecting children with nature	World Forum Foundation: http://www.worldforumfoundation.org/wf/nacc/ibm/pdf/universal_principles_english.pdf U.S. Congress/PL 101-619: http://www2.epa.gov/sites/production/files/documents/nea.pdf UNESCO: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/
4	Recommendations for design professionals	Louv (2011): Part Four: Creating everyday eden: High-Tech/High-nature where we live, work, and play; Part Five: The high-performance human: Making a living, a life, and a future Natural Learning Initiative: http://www.naturalearning.org/ International Federation of Landscape Architects: http://www.iflaonline.org/index.php?option=com_content&view=article&id=37&Itemid=42; http://www.iflaonline.org/index.php?option=com_content&view=article&id=47:mission-and-vision&catid=25:about-ifla-main&Itemid=50
5	Recommendations for educators - Developmentally appropriate practices	NAEYC: http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf NAAEE (2010a) - Guidelines for Excellence: Early Childhood Environmental Education

Week	Topic(s)	Readings, Assignments, and Due Dates
	Guidelines for excellence in early childhood environmental education	NAAEE (2010c) – Theme Three: Professional Responsibilities of the Environmental Educator NAAEE (2010c) – Theme Six: Assessment and evaluation Louv (2008): Part IV: The nature-child reunion
6	Recommendations for educators – Education for all Early childhood inclusion	NAAEE (2010b) - Guidelines for learning NAAEE (2010c) – Theme Five: Fostering learning UNESCO’s Education for All Goals: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/ CEC/DEC and NAEYC’s Position Statement: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
7	Evaluating programs for needed change Director’s role	Bhagwanji: ECEE Rating Scale Monroe & Krasny: Chapter 4 – Promoting excellence in environmental education Louv (2008): Part IV: The nature-child reunion
8	Program designs – Developing new program models	Louv (2008): Part V: The jungle blackboard; Part VI: Wonder land: Opening the fourth frontier Schlitz Audubon Nature Preschool: http://www.sanc.org/education/nature-preschool Earthroots Forest Kindergarten: http://earthrootsfieldschool.org/classes/forest-kindergarten/ Brookfield Zoo’s Nature Play Program: http://www.brookfieldzoo.org/pagegen/pretemp2.asp?pageid=568&template=2&title=Explore!_A_Childs_Nature_Home&bgtype=Background&bg=exhomebg.gif&uni=0&motifid=2000002&form=0&nsection=&nlinkid=&anchor=
9	Curriculum designs - Integrating ECEE in existing curriculum	NAAEE (2010c) – Theme Four: Planning and Implementing Environmental Education Monroe & Krasny: Chapter 2 – A variety of strategies characterize environmental education; Chapter 5 – Environmental action and positive youth development Child Development Center: Project Approach (field trip)
10	Best practices in child nutrition, child physical activity, outdoor play and learning, and limiting screen time	Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill: http://gonapsacc.org/resources/nap-sacc-materials/Go_NAP_SACC_Child_Nutrition_SelfAssessment.pdf ; http://gonapsacc.org/resources/nap-sacc-materials/Go_NAP_SACC_Infant_and_Child_Physical_Activity_SelfAssessment.pdf ; http://gonapsacc.org/resources/nap-sacc-materials/Go_NAP_SACC_Outdoor_Play_and_Learning_SelfAssessment.pdf ; http://gonapsacc.org/resources/nap-sacc-materials/screen-time-self-assessment.pdf
11	Curriculum materials	NAAEE: EETAP Resource Library Info-Sheets (http://www.naaee.net/publications/library); EE TOOLBOX (http://www.naaee.net/sites/default/files/publications/e

Week	Topic(s)	Readings, Assignments, and Due Dates
		eetoolbox/IntegratingEEIntoSchoolCurric.pdf)
12	The child's spirit in nature Sense of empathy and caring Integrating nature education and peace education	Carson (1998) Louv (2008): Part VII: To be amazed Louv (2011): Part One: Nature neurons: Intelligence, Creativity, and the hybrid mind; Part Two: Vitamin N: Tapping the power of the natural world for our physical, emotional, and family fitness; Part Three: Near is the new far: Knowing who you are by knowing where you are
13	Presentation of action plans	EE Community: http://eelinked.naaee.net/networks/network_index.aspx
14	Presentation of model programs	Peer and instructor feedback
15	Presentation of model programs Course evaluation	Peer and instructor feedback (Handbook for program model is due one week from last day of class) Final exam

COURSE REQUIREMENTS:

1. Model Program Design (65%)

Design an ideal center-based program serving children of ages 3-5 years. Create a handbook describing the following components:

- a) Program philosophy, purpose, and development
- b) Developmentally appropriate practices
- c) Play and exploration
- d) Curriculum framework for environmental learning
- e) Places and spaces (illustrations for outdoor setting must be provided)
- f) Educator preparation

2. Action Plans (15%)

Write three action plans addressing at least two of the following:

- a) Plan for changing your own home culture or practices
- b) Plan for changing school culture or practices
- c) Plan for professional development on a specific issue

3. Final Exam (20%)

The final exam will consist of 25 multiple choice and five short essay questions.

ASSESSMENT PROCEDURES:

GRADING SCALE:

Scores for each assignment are cumulative and the grade scale represents percentage of total points earned. If you do not complete all assignments, you will not be able to earn an "A" in this course.

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

EXPECTATIONS:

Attendance and Participation

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 nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under **Academic Policies and Regulations**:
<http://www.fau.edu/academic/registrar/catalog/>

Punctuality

Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

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 - SU 133 (561-297-3880), in Davie - 954-236-1222, or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

PLAGIARISM AND CHEATING: ACADEMIC HONESTY

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, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program.

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.

(see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

In the Publication Manual of the American Psychological Association (APA, 2009), 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.

BIBLIOGRAPHY:

Alden, Cech, & Nelson (1998). *Field guide to Florida: Birds, animals, trees, wildflowers, insects, weather, nature preserves, and more*. New York: National Audubon Society.

Bhagwanji, Y. (2011). *Early childhood environmental education rating scale: A formative evaluation tool to help programs improve nature education for young children*. Washington, DC: North American Association for Environmental Education.

Banning, W. & Sullivan, G. (2011). *Lens on outdoor learning*. St. Paul, MN: Redleaf Press.

Boise, P. (2010). *Go green rating scale for early childhood settings*. St. Paul, MN: Redleaf Press.

Caduto, M. & Bruchac, J. (1994). *Keepers of life: Discovering plants through Native American stories and earth activities for children*. Golden, CO: Fulcrum.

- Carson, R. (1998). *The sense of wonder*. New York, NY: HarperCollins Publishers, Inc.
- Hillsborough County Invasive Species Task Force. (2003). *Identification and control of non-native invasive plants: For homeowners and professionals*. Tampa Bay, FL: Southwest Florida Water management District.
- Hoot, J. L. & Szente, J. (Eds.) (2010). *The earth is our home: Children caring for the environment*. Olney, MD: Association for Childhood Education International.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
- Louv, R. (2011). *The nature principle: Reconnecting with life in a virtual age*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
- Mardel, B. (1999). *From basketball to the Beatles: In search of compelling early childhood curriculum*. Portsmouth, NH: Heinemann.
- Meier, D. & Sisk-Hilton, S. (Eds.) (2013). *Nature education with young children: Integrating inquiry and practice*. New York: Routledge.
- Monroe, M. & Krasny, M. (2013). *Across the spectrum: Resources for environmental educators*. Washington, DC: North American Association for Environmental Education (NAAEE).
- North American Association for Environmental Education (NAAEE). (2010a). *Early childhood environmental education programs: Guidelines for excellence*. Washington, DC: Author.
- North American Association for Environmental Education (NAAEE). (2010b). *Excellence in environmental education: Guidelines for learning*. Washington, DC: Author.
- North American Association for Environmental Education (NAAEE). (2010c). *Guidelines for the preparation and professional development of environmental educators*. Washington, DC: Author.
- Oltman, M. (Ed.) (2002). *Natural wonders: A guide to early childhood for environmental educators*. St. Paul, MN: MN Early Childhood Environmental Education Consortium.
- Rezba, R. J., Sprague, C. R., McDonnough, J. T., & Matkins, J. J. (2007). *Learning and assessing science process skills* (5th ed.). Dubuque, IA: Kendall/Hunt Pub. Co.
- Rosenow, N. (2011). *Growing with nature: Supporting whole-child learning in outdoor classrooms*. Lincoln, NE: Dimensions Educational Research Foundation.
- Wilson, R. A. (2012). *Nature and young children: Encouraging creative play in natural environments* (2nd ed.). New York: Routledge.
- World Forum Foundation & Community Playthings. (2010). *The Wisdom of nature: Out my back door*. Redmond, WA: World Forum Foundation.

RE: New course consultation

Michael Brady

Sent: Monday, November 24, 2014 1:27 PM**To:** Emery Hyslop-Margison**Cc:** Yashwant Bhagwanji

I have reviewed the syllabi for EEC 6327 and EEC 6760, the environmental ed courses in ECE. The courses do not overlap or conflict with the courses or programs in the ESE Department. I anticipate that there could be interest from our students in these courses. Good luck with them!

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

From: Emery Hyslop-Margison**Sent:** Monday, November 24, 2014 12:55 PM**To:** Robert Shockley; Barbara Ridener; Michael Brady; Paul Peluso; Michael Whitehurst; Deena Wener**Cc:** Yashwant Bhagwanji**Subject:** FW: New course consultation

Dear Colleagues,

The attached courses proposed by Dr. Yash Bhagwanji were approved by our department at a November 19th department meeting. Please confirm there is no conflict with offerings in your respective departments.

Thanks and best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslop@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Yashwant Bhagwanji**Sent:** Monday, November 24, 2014 12:18 PM**To:** Emery Hyslop-Margison**Subject:** New course consultation

Hi Emery,

I would appreciate your assistance in forwarding the attached documents to department chairs for their "no conflict" statements. The courses have been approved by our department and reflects the revisions that were suggested.

The courses, made possible through an external grant, can serve as electives in multiple programs, including early childhood education, environmental education, environmental science, and many other programs across the university. The courses will be cross-listed with the undergraduate courses with the same titles. The track record for enrollment in the early childhood environmental education courses is as follows:

Summer 2013 - 11 undergraduate students, 5 graduate students (total of 16);
Summer 2014 - 9 undergraduate students, 7 graduate students (total of 16); and
Spring 2015 - 14 undergraduate students, 6 graduate students (total of 20 and counting).

It is anticipated that tuition support from a grant will support greater enrollment in the courses in 2015.

Thank you,
Yash

Yash Bhagwanji, Ph.D.
Associate Professor
Department of Curriculum, Culture, and Educational Inquiry (CCEI)
330 College of Education, Florida Atlantic University
777 Glades Road, Boca Raton, Florida 33431
561-297-3579 (office)
561-297-6594 (CCEI)
561-297-2925 (fax)
<http://www.coe.fau.edu/faculty/Bhagwanji/>
<http://www.coe.fau.edu/academicdepartments/ccei/>
<https://www.facebook.com/fauCCEI>

And this our life exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones and good in everything.
- W. Shakespeare

Executive Editor, *International Journal of Early Childhood Environmental Education (IJECEE)*
<http://naaee.net/publications/IJECEE>

RE: New course consultation

Michael Whitehurst

Sent: Monday, November 24, 2014 1:45 PM

To: Emery Hyslop-Margison

Emery,
No conflicts here.
Mike

From: Emery Hyslop-Margison

Sent: Monday, November 24, 2014 12:55 PM

To: Robert Shockley; Barbara Ridener; Michael Brady; Paul Peluso; Michael Whitehurst; Deena Wener

Cc: Yashwant Bhagwanji

Subject: FW: New course consultation

Dear Colleagues,

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Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslopmarginson@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Yashwant Bhagwanji

Sent: Monday, November 24, 2014 12:18 PM

To: Emery Hyslop-Margison

Subject: New course consultation

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Thank you,
Yash

Yash Bhagwanji, Ph.D.
Associate Professor
Department of Curriculum, Culture, and Educational Inquiry (CCEI)
330 College of Education, Florida Atlantic University
777 Glades Road, Boca Raton, Florida 33431
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561-297-6594 (CCEI)
561-297-2925 (fax)
<http://www.coe.fau.edu/faculty/Bhagwanji/>
<http://www.coe.fau.edu/academicdepartments/ccei/>
<https://www.facebook.com/fauCCEI>

And this our life exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones and good in everything.
- W. Shakespeare

Executive Editor, *International Journal of Early Childhood Environmental Education (IJECEE)*
<http://naaee.net/publications/IJECEE>

Re: New course consultation

Paul Peluso

Sent: Monday, November 24, 2014 4:54 PM

To: Emery Hyslop-Margison

No conflicts with Counselor Education.

Sent from my iPhone

On Nov 24, 2014, at 12:55 PM, Emery Hyslop-Margison <ehyslopmarginson@fau.edu> wrote:

Dear Colleagues,

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Thanks and best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
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From: Yashwant Bhagwanji
Sent: Monday, November 24, 2014 12:18 PM
To: Emery Hyslop-Margison
Subject: New course consultation

Hi Emery,
I would appreciate your assistance in forwarding the attached documents to department chairs for their "no conflict" statements. The courses have been approved by our department and reflects the revisions that were suggested.

The courses, made possible through an external grant, can serve as electives in multiple programs, including early childhood education, environmental education, environmental science, and many other programs across the university. The courses will be cross-listed with the undergraduate courses with the same titles. The track record for enrollment in the early childhood environmental education courses is as follows:

Summer 2013 - 11 undergraduate students, 5 graduate students (total of 16);

Summer 2014 - 9 undergraduate students, 7 graduate students (total of 16); and
Spring 2015 - 14 undergraduate students, 6 graduate students (total of 20 and counting).

It is anticipated that tuition support from a grant will support greater enrollment in the courses in 2015.

Thank you,
Yash

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<https://www.facebook.com/fauCCEI>

And this our life exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones and good in everything.
- W. Shakespeare

Executive Editor, *International Journal of Early Childhood Environmental Education (IJECEE)*
<http://naaee.net/publications/IJECEE>

<New Course EEC 6327 Effective Practices ECEE.doc>

<New Course EEC 6760 Foundations of ECEE.doc>

<EEC 6760 FINAL Foundations of ECEE.docx>

<EEC 6327 FINAL Effective Practices in ECEE.docx>