**FLORIDA ATLANTIC UNIVERSITY**

**Graduate Programs—NEW COURSE PROPOSAL**

**DEPARTMENT: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY**

**COLLEGE: EDUCATION**

**RECOMMENDED COURSE IDENTIFICATION:**  
PREFIX _______EEC________ COURSE NUMBER _6327_____ LAB CODE (L or C) ______  
(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

**COMPLETE COURSE TITLE:** Effective Practices in Early Childhood Environmental Education

**CREDITS:** 3

**TEXTBOOK INFORMATION:**  

**GRADING (SELECT ONLY ONE GRADING OPTION):** REGULAR _X_ SATISFACTORY/UNSATISFACTORY _______

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:** Focus on environmental awareness and learning in both indoor and outdoor settings. Developing a sense of place through curricular activities promoting active content learning, healthy habit development, environmental literacy skills development, and sustainable choice-making are emphasized. Field trips 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. Please see attached documents.

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**Approved by:**  
Department Chair: [Signature]  
College Curriculum Chair: [Signature]  
College Dean: [Signature]  
UGPC Chair: [Signature]  
Graduate College Dean: [Signature]  
UFS President: [Signature]  
Provost: [Signature]

**Date:** 01-05-15  
2/2/15  
1/15/15  
2/1/15  
2/11/15

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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.

FAUnewcourseGrad—Revised November 2014
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 6327

COURSE TITLE: Effective Practices in Early Childhood Environmental Education

CATALOG DESCRIPTION:
Focus on environmental awareness and learning in both indoor and outdoor settings. Developing a sense of place through curricular activities promoting active content learning, healthy habit development, environmental literacy skills development, and sustainable choice-making are emphasized. Field trips required. 3 credit hours.

REQUIRED READINGS:
Other readings, as assigned.

SUGGESTED TEXTS:


**AUDIO/VISUAL TECHNOLOGY:**

Computer: Blackboard

Computer: APA Style web sites:

- [http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm](http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm)
- [http://www.apastyle.org/fifthchanges.html](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 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.

**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) Design indoor and outdoor environments that promote environmental literacy, active content learning, and healthy development of young children
2) Utilize effective inquiry strategies that promote environmental literacy, active content learning, and healthy development of young children

3) Utilize emergent curriculum planning, content-driven experiences, and assessments that are developmentally appropriate and integrated

**CONTENT OUTLINE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings, Assignments, and Due Dates</th>
</tr>
</thead>
</table>
| 1    | **Introductions**  
       Syllabus review  
       Inquiry-based learning  
       Learning science by exploring the natural world | Meier & Sisk-Hilton (2013):  
Chapter 1 – Science, Nature, and Inquiry-Based Learning in Early Childhood  
Chapter 2 – Nature education and teacher inquiry  
NAAEE (2010c) – Environmental literacy guidelines  
Oltman (2002):  
Section I – Understanding young children  
Section V – Possible program formats                                                                                                                   |
| 2    | **Environmental education in the overall curriculum**  
       Emergent curriculum  
       Integrated curriculum  
       Education for sustainability or sustainable development | Meier & Sisk-Hilton (2013):  
Chapter 9 – Nature education and the Project Approach  
NAAEE (2010c) – Planning and implementing environmental education  
NAAEE (2010c) – Assessment and evaluation  
Oltman (2002):  
Section II – Planning for active learning  
Section III – Essential ingredients for active learning  
Growing Up Wild (2010)  
Wilson (2012) – Chapters 5 and 6  
Davis (2010) – Chapter 1 (optional)                                                                                                          |
| 3    | **Nature walk – exploring backyards/field trip**  
       Discuss content (environmental literacy, language, math, science, social studies), sensory exploration, inquiry, teacher interaction, facilitation of learning, adaptations for individual children, collaborative possibilities with families, opportunities for dramatic play, art, creative expression, and physical activity | Meier & Sisk-Hilton (2013):  
Chapter 5 – Overcoming our fears-Embarking on a nature journey  
Chapter 6 – Naturally speaking-Parents, children, and teachers in dialogue with nature  
NAAEE (2010C) – Fostering learning  
Oltman (2002):  
Section IV – Supporting active learning  
Wilson (2012) – Chapters 3 and 4                                                                                                           |
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| 4    | Nature walk – exploring wild places/field trip  
Discuss content (environmental literacy, language, math, science, social studies), sensory exploration, inquiry, teacher interaction, facilitation of learning, adaptations for individual children, collaborative possibilities with families, opportunities for dramatic play, art, creative expression, and physical activity | Meier & Sisk-Hilton (2013):  
Chapter 7 – Preschool children explore the forest-The power of wild spaces in childhood  
Chapter 8 – Putting the forest on the map-Documentation to further natural inquiry                                                                                                                                 |
| 5    | Worm composting/hands-on demonstration  
Discuss content (environmental literacy, language, math, science, social studies), sensory exploration, inquiry, teacher interaction, facilitation of learning, adaptations for individual children, collaborative possibilities with families, opportunities for dramatic play, art, creative expression, and physical activity | Meier & Sisk-Hilton (2013):  
Chapter 11 – Drawing, photographs, and painting-Learning about the natural world in an urban preschool                                                                                                                                 |
| 6    | Growing gardens/field trip  
Discuss content (environmental literacy, language, math, science, social studies), sensory exploration, inquiry, teacher interaction, facilitation of learning, adaptations for individual children, collaborative possibilities with families, opportunities for dramatic play, art, creative expression, and physical activity | Meier & Sisk-Hilton (2013):  
Chapter 10 – Promoting play in a school garden and using a blog to document children’s nature explorations                                                                                                                                 |
| 7    | Water all around us  
Discuss content (environmental literacy, language, math, science, social studies), sensory exploration, inquiry, teacher interaction, facilitation of learning, adaptations for individual children, collaborative possibilities with families, opportunities for dramatic play, art, creative expression, and physical activity | Submit Written Plan for curriculum project  
Wilson – Chapter 9                                                                                                                                                                                                                     |
| 8    | Where does food come from?  
Discuss content (environmental literacy, language, math, science, social studies), sensory exploration, inquiry, teacher interaction, facilitation of learning, adaptations for individual children, collaborative possibilities with families, opportunities for dramatic play, art, creative expression, and physical activity | Individual consultations about curriculum project                                                                                                                                                                                                             |
| 9    | Helpful bugs and insects/field trip  
Discuss content (environmental literacy, language, math, science, social studies), sensory exploration, inquiry, teacher interaction, facilitation of learning, adaptations for individual children, collaborative possibilities with families, opportunities for | Individual consultations about curriculum project                                                                                                                                                                                                             |
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| 10   | Birds all around us  
Discuss content (environmental literacy, language,  
math, science, social studies), sensory exploration,  
inquiry, teacher interaction, facilitation of learning,  
adaptations for individual children, collaborative  
possibilities with families, opportunities for  
dramatic play, art, creative expression, and  
physical activity   | Submit Progress Report for curriculum project                           |
| 11   | Pro-nature literature  
Discuss content (environmental literacy, language,  
math, science, social studies), sensory exploration,  
inquiry, teacher interaction, facilitation of learning,  
adaptations for individual children, collaborative  
possibilities with families, opportunities for  
dramatic play, art, creative expression, and  
physical activity | Individual consultations about curriculum project                       |
| 12   | Where does garbage go? Reduce, reuse, and recycle  
Discuss content (environmental literacy, language,  
math, science, social studies), sensory exploration,  
inquiry, teacher interaction, facilitation of learning,  
adaptations for individual children, collaborative  
possibilities with families, opportunities for  
dramatic play, art, creative expression, and  
physical activity | Individual consultations about curriculum project                       |
| 13   | Presentation of curriculum projects                                      | Completed Curriculum Projects due                                       |
| 14   | Presentation of curriculum projects                                      | Peer and instructor feedback                                            |
| 15   | Presentation of curriculum projects                                      | Peer and instructor feedback  
Submit Action Plans  
Revised Curriculum Projects due one  
week after last day of class |

**COURSE REQUIREMENTS:**

1. **Curriculum Project (85%)**
   This project requires the completion of four components in the following sequence:
   a) A **Written Plan** identifying the unit of study and possible curriculum activities (5%)
   b) A **Progress Report** providing an outline of the emergent curriculum plan, curriculum web,  
content experiences, collaborative possibilities with families, ongoing assessment of  
children’s learning, evaluation of teacher effectiveness, and sequence and schedule of  
activities; drafts of two lessons addressing all required components must be included (10%)
   c) The completed **Curriculum Project** detailing the planned activities from emergent to  
conclusion (prior to start of another interrelated unit of study), along with six detailed  
lesson plans (50%)
d) The Revised Curriculum Project incorporating appropriate peer and instructor feedback (5%)

2. Action Plans (15%)
   Write three action plans addressing at least two of the following:
   a) Plan for changing school curriculum or practices
   b) Plan for continued professional development in environmental education
   c) Plan for the development for a specific curriculum issue or topic
   d) Plan for naturalizing a school yard or designing a natural playscape

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
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 (e.g., submitting an assignment that was previously submitted in another class).

(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:


<table>
<thead>
<tr>
<th>Suggested Lesson Plan Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme:</strong></td>
</tr>
<tr>
<td><strong>Subtheme:</strong></td>
</tr>
<tr>
<td><strong>Title of activity:</strong></td>
</tr>
<tr>
<td><strong>Objective(s):</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
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<tr>
<td>Subtheme:</td>
</tr>
<tr>
<td>Procedures:</td>
</tr>
<tr>
<td>Assessment of children's learning:</td>
</tr>
<tr>
<td>Vocabulary:</td>
</tr>
<tr>
<td>Adaptations/Accommodations:</td>
</tr>
<tr>
<td>Extend the learning/content areas:</td>
</tr>
</tbody>
</table>
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: 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

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.

https://exchange.fau.edu/owa/?ae=Item&t=IPM.Note&id=RgAAABncNxoQ1j6HR6z4Joxk... 1/5/2015
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 (IJECCE)
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
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Professor and Chair
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College of Education
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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 (IJCEEE)  
http://naaee.net/publications/IJCEEE
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 <ehyslopemargison@fau.edu> wrote:

Dear Colleagues,

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Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
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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>

<ECC 6760 FINAL Foundations of ECEE.docx>

<ECC 6327 FINAL Effective Practices in ECEE.docx>