 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title	
Credits <i>(See Definition of a Credit Hour)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>		
Effective Date <i>(TERM & YEAR)</i>				
Prerequisites <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls <i>(For example, Major, College, Level)</i>	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here		
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		

Approved by Department Chair <u>Charles Dukes</u> College Curriculum Chair <u>Elizabeth Villares</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date <u>3/12/2025</u> <u>3/19/25</u> <u>3/20/2025</u> _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

EEC 6028 COMMUNITY ENGAGEMENT IN EARLY CHILDHOOD ENVIRONMENTAL EDUCATION

Department of Curriculum and Instruction (DCI)
Semester - 3 Credit Hours

Instructor:
Office Location:
Office Hours:
Email:
Video Conferencing Tool Name:

COURSE DESCRIPTION

This practicum requires collaboration with community agencies in advancing children's civic engagement, development, health, and learning through environmental education. In partnership with a community organization, the student will engage in learning experiences and contribute to enhancing the community partner's efforts to further the aims of early childhood environmental education. 36 hours of practicum and a minimum of 3 hours of consultations with instructor are required.

This course requires collaboration with community partners and is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your ASL project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU's Academic Service-Learning program.

COURSE PREREQUISITES

There are no prerequisite requirements for this course.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Identify trends and issues affecting young children's development, health, learning, and civic engagement from environmental education perspectives. (CO: 1)
2. Identify critical concepts in early childhood and environmental education. (CO: 2)
3. Describe the need for, and relevance of, education for sustainability at the early childhood education level. (CO: 3)
4. Describe how early childhood environmental education practices can impact community well-being, sustainability, and resilience. (CO: 4)
5. Analyze the roles played by early childhood educators as change agents, especially in the contexts of community well-being, sustainability, and resilience. (CO: 5)
6. Use ideas and resources from required/recommended readings and classroom discussions to make a case for, and implement, a project in collaboration with a community organization. (CO: 6)
7. Describe your learning experiences and the impact of your project related to early childhood environmental education, community partner, and children's learning, development, and health. (CO: 7)

CO = Course Objective

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course is a 3-credit hour course. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

REQUIRED TEXTS & MATERIALS

Required Texts/Materials

In this course, you will need the following texts and/or materials. All texts and materials are available at no cost in the Canvas course.

- Hoyler, E., & Wellings, L. (2013). *Cultivating Joy & Wonder: Educating for Sustainability in Early Childhood through Nature, Food, & Community*. Shelburne, VT: Shelburne Farms.
- North American Association for Environmental Education. (2017). *Community Engagement: Guidelines for Excellence*. Washington, DC: NAAEE (author).
- North American Association for Environmental Education. (2016). *Early Childhood Environmental Education Programs: Guidelines for Excellence*. Washington, DC: NAAEE.
- Oltman, M. (Ed.) (2002). *Natural Wonders: A Guide to Early Childhood for Environmental Educators*. St. Paul, MN: Minnesota Early Childhood Environmental Education Consortium.
- World Forum-Nature Action Collaborative for Children, Nebraska Nature Action Collaborative for Children, & National Association of Early Childhood Specialists in State Departments of Education. (2008). *Re-Connecting the World's Children to Nature: Call to Action*. Lincoln, NE: World Forum Foundation.

Optional Texts/Materials

- Bhagwanji, Y. (2023). *Early Childhood Environmental Education Rating Scale: A Formative Evaluation Tool to Assist Programs Improve Nature-Based Education for Young Children*. Washington, DC: North American Association for Environmental Education (NAAEE).
- Boise, P. (2010). *Go Green Rating Scale for Early Childhood Settings*. St. Paul, MN: Redleaf Press.
- Monroe, M., & Krasny, M. (Eds.) (2016). *Across the Spectrum: Resources for Environmental Educators*. Washington, DC: North American Association for Environmental Education (NAAEE).
- Moore, R., & Cooper, C. (2014). *Nature Play & Learning Places: Creating and Managing Places Where Children Engage with Nature*. Raleigh, NC: National Learning Initiative, North Carolina State University.
- North Carolina Institute of Medicine. (2013). *Promoting Healthy Weight for Young Children: A Blueprint for Preventing Early Childhood Obesity in North Carolina*. Morrisville, NC: Author.
- Powers, J., & Ridge, S.W. (2018). *Nature-Based Learning for Young Children: Anytime, Anywhere, on any Budget*. St. Paul, MN: Redleaf Press.
- Rosenow, N., & Bailie, P. (Eds.) (2014). Greening Early Childhood Education. *Children, Youth and Environments*, 24(2). DOI: 10.7721/chilyoutenvi.24.2.0001.
- Schein, D. (2017). *Inspiring Wonder, Awe, and Empathy: Spiritual Development in Young Children*. St. Paul, MN: Redleaf Press.
- Sobel, D. (2016). *Nature preschools and forest kindergartens: The handbook for outdoor learning*. St. Paul, MN: Redleaf Press.
- Sobel, D. (2017). *Wild Play: Parenting Adventures in the Great Outdoors*. Brattleboro, VT: Green Writers Press.

Wilson, R. (2016). *Learning is in Bloom: Cultivating Outdoor Explorations*. Lewisville, NC: Gryphon House, Inc.

Wilson, R. (2018). *Nature and Young Children: Encouraging Creative Play and Learning in Natural Environments*. New York, NY: Routledge.

Other online and library resources helpful in providing ideas about community projects in early childhood environmental education.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select "Canvas (Student)" for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

GRADING CRITERIA

Student Introduction and Syllabus & Course Agreement

You will post an introduction in the student introduction discussion board (and reply to at least two others' posts) and complete a syllabus and course agreement.

Discussion Boards (total 14%)

As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at least two other students' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. The rules of Netiquette must be followed. Replies are not texts with your friends. Full sentences, proper spelling, source citations, etc., are expected.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references**). For maximum points, please reference external research or examples as well as the discussion rubrics.

All original posts for each module discussion board must be submitted by 11:59pm, EST, on Sunday. Responses to peers are due at 11:59pm, EST, on Sunday.

Writing Assignments (total 30%)

You will be required to complete several writing assignments based on required readings, independent research, and past experiences. Please ensure the writing assignments are your own original work and reference any external research or examples.

Community Project Proposal (total 10%)

A community project proposal will be required prior to the implementation of the community project. Instructor review and approval of the proposal is required.

Progress Reports (total 6%)

Ongoing progress reports of your community project will be required during the implementation phase of the project.

Final Written Report (total 40%)

A final written report of the activities, learning experiences, and impacts of your community will be required at the end of the semester.

GRADING OVERVIEW

The instructor will calculate your grade based on the following weighted distribution:

Assessment	Total Points	Percentage (%)
Course Orientation <ul style="list-style-type: none">• Student Introduction• Syllabus & Course Agreement Quiz	10	0
3 Discussion Boards <ul style="list-style-type: none">• 2 discussions worth up to 5 points each• 1 discussion worth up to 2 points	12	14

Writing Assignments • Worth up to 5 points each	30	30
Community Project Proposal • Worth up to 10 points	10	10
Progress Reports • Worth up to 5 points each report	15	6
Final Written Report • Worth up to 40 points	40	40
TOTAL:	107	100%

GRADE SCALE

Grade	Percentage (%)
A	94 – 100%
A-	90 – 93%
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	0 – 59%

LATE ASSIGNMENTS POLICY

Late assignments may be subject to point deductions, at the discretion of the instructor. Please note that students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

MAKE-UP POLICY FOR TESTS

There are no tests or exams in this course.

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing the course.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is 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 to 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 [University Regulation 4.001](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are

experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Assumption of Risk Statement for Student

The student (volunteer) understands that there are certain physical risks inherent in every form of service-learning. The student understands the risks associated with this Academic Service-Learning assignment. The Student nonetheless agrees to assume those risks so as to gain the benefits from participation in this valuable learning experience. The Student hereby releases the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with his/her participation in this assignment at Florida Atlantic University.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

SEXUAL MISCONDUCT POLICY

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University’s grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or

561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

AI USE IN CLASS POLICY

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, [Regulation 4.001](#).

If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit www.fau.edu/ai/citation.

In this class, the use of AI to assist in any work assigned in this specific course is prohibited.

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with

the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Service \(CAPS\)](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)

- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

CAPS STATEMENT

Life as a university student can be challenging mentally, emotionally, and physically. 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 to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to services/providers in your area for ongoing support. For more information, go to <http://www.fau.edu/counseling/> or call 561-297-3540.

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880
Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222
Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721
Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

SEXUAL MISCONDUCT:

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

* * *

The instructor reserves the right to make changes in this syllabus as necessary based upon student learning needs, unexpected events, and other relevant circumstances. Any changes will be discussed and explained to students at the earliest possible time.

Source: <https://www.fau.edu/registrar/university-catalog/pre-catalog/educationdes/>

Curriculum and Instruction Graduate Courses

Curriculum in Art Education (ARE 6141) 3 credits

Explores planning, organizing, and writing curriculum guides in art for various educational levels: elementary, secondary, K-12 programs, community college, and adult education.

Art Education (ARE 6142) 3 credits

Course focuses on current and historical philosophy of art education, including aesthetics, art criticism, and studio methods, to develop an understanding of contemporary issues and their application to practice.

Art: Elementary School 2 (ARE 6315) 3 credits

Prerequisite: ARE 4313 or equivalent

An advanced study in techniques and materials in art for the elementary school.

Art Education in Elementary School (ARE 6317) 3 credits

Course focuses on foundational methods for teaching visual art in the elementary classroom with special attention to art integration. Field experience in a visual art class setting at the elementary level is required.

Art Education in Secondary School (ARE 6342) 3 credits

Focuses on art education in middle and high schools through analysis and study of theories, use of visual art materials, curriculum planning and review of practices and research in art education.

Curriculum: Elementary School (EDE 6205) 3 credits

A study of curriculum theory and practice in elementary school.

Yearlong Elementary (Grades 1-6) Internship (EDE 6947) 6-9 credits/two semesters

Yearlong clinical experience in an urban or rural disadvantaged area. Emphasis on Educator Accomplished Practices. First semester: four partial days, one full day clinical experience and two, three-hour class sessions per week. Second semester: five full days per week clinical experience.

Classroom Evaluation (EDF 5460) 3 credits

A general survey of practical methods, designed especially for non-degree-seeking students, for evaluation in the classroom.

Research (EDF 5480) 3 credits

Human Development: Applications for Education (EDF 6113) 3 credits

Explores human development from infancy through adulthood with a focus on its relevance for educational contexts. Topics include physical, cognitive, social, emotional and moral development. Implications of developmental theories for curriculum, instruction and classroom management are discussed.

Child Development in Educational Psychology (EDF 6126) 3 credits

Focus is on the development of understanding concerning physical, social, emotional, and cognitive growth, learning skills, and special needs of children from conception to age eight.

Adolescence and Young Adulthood in Educational Psychology (EDF 6138) 3 credits

Focus is on human development from puberty through young adulthood, including physical, cognitive, social, emotional and moral development to enable teachers to more effectively understand and assist student learning in secondary and higher education.

Learning and Cognition in Education (EDF 6142) 3 credits

Examination of the influence of applied cognition and learning theories to enable educational practitioners to more effectively understand and assist students in the learning process.

Educational Psychology (EDF 6229) 3 credits

Application of psychological principles and related research to assist teachers in promoting academic achievement and fostering progress toward educational goals.

Personality Theories in Education (EDF 6339) 3 credits

Research in personality development, personality theories and social and emotional learning as applied to classroom and educational settings are examined in order to assist educational professionals in promoting students' learning.

Discourse Analysis in Education (EDF 6499) 3 credits

This course introduces theories and methodologies for the study of language in use (i.e., discourse) and offers students a conceptual and analytical framework that can provide a means to make visible the cultural assumptions and "commonsense" values in educational texts and discourses. Different discourse analysis approaches, such as multimodal analysis, interactional sociolinguistics, grounded theory and ethnography of communication (among others) are discussed as context to then

focus on exploring issues of power relations in education and other realms through critical discourse analysis and systemic functional linguistics.

Black Perspectives in Education (EDF 6615) 3 credits

Drawing on black epistemologies and research traditions, this course examines historical and contemporary issues and their impact on diverse immigrant and nonimmigrant black populations.

Race, Class and Gender in Education (EDF 6637) 3 credits

Drawing on the principles of critical pedagogy, this course examines how the social constructions of race, class and gender influence educational decision making. Analyzes data related to social diversity and examines the implications for equity in education.

Foundations of Global Education (EDF 6800) 3 credits

Addresses the nature and scope of global education, multiple national cultures, and their impact on educational practice, international responses to common educational issues, and the representation of global social problems in curricula.

Foundations of Multicultural Curricula (EDF 6887) 3 credits

An overview of the historical, philosophical and social foundations of curriculum in the context of the education of diverse populations. Diverse curriculum theories and their implications for curriculum development, educational policy and pedagogical practice are explored.

Directed Independent Study (EDF 6905) 1-5 credits

Requires approval by assigned faculty advisor.

Action Research in Schools and Communities (EDF 6918) 3 credits

Students engage in collaborative planning for doing action research based on an inquiry question grounded in practice. The readings provide historical, critical, and conceptual frameworks for action research locally, nationally, and internationally.

Master's Thesis (EDF 6971) 3 credits

Requires approval by assigned faculty advisor.

Critical Foundations of Education Inquiry (EDF 7578) 3 credits

A survey of the multiple forms of critical theory in educational inquiry and their methodological implications. Students will analyze critical research studies and develop theoretical and methodological frameworks for research involving diverse populations.

Trends in Analyzing Instructional Practices (EDF 7758) 3 credits

Students examine teaching practices as "models" or "structures" that guide teaching. Students analyze their own teaching, conduct analysis of student work, and explore research on pedagogy.

Instructional Policies and the Teaching Profession (EDF 7917) 3 credits

Students examine the current political, economic, and social challenges and dilemmas for the teaching profession. The course includes analysis of teacher certification trends, teacher education models, and research on teacher learning.

Special Topics (EDG 5931) 1-5 credits**Curriculum Leadership (EDG 6223) 3 credits**

Course focuses on historical, theoretical, and practical perspectives of curriculum and instruction at the national, state, and local levels. Course is designed for graduate students preparing to assume professional responsibilities as administrators and curriculum developers in institutions associated with K-12 education.

U.S. Curricular Trends and Issues (EDG 6224) 3 credits

Major trends impacting school curriculum from national, state, and local levels and their interactions in terms of the development, implementation, and evaluation of curriculum.

Design Components of Curriculum (EDG 6253) 3 credits

Emphasis upon knowledge and application of design components of curriculum including scope, integration, sequence, continuity, balance, and knowledge representation systems.

Instructional Program Development (EDG 6255) 3 credits

Prerequisite: Permission of instructor

Specific methods for organizing knowledge based upon contemporary ideas of how humans think and learn. Examines the latest ideas and research in instructional program development.

Program Evaluation in Curriculum and Instruction (EDG 6285) 3 credits

This course enables students in Curriculum and Instruction to survey program evaluation strategies used in C and I content areas. An emphasis is placed on analyzing and interpreting evaluation literature in subject specific areas. In addition, students examine national and state trends in program evaluation.

Instructional Strategies and Assessment Practices (EDG 6345) 3 credits

A professional initial certification course using research-based strategies to focus on organization and development of instruction, effective lesson planning, instructional strategies to meet the needs of diverse learners through differentiated instruction, and assessment techniques with emphasis on data-driven decision making. FEAPS are emphasized.

Global Perspectives of Curricular Trends Across Nations (EDG 6625) 3 credits

Focuses on comparison, analysis, and evaluation of curricular trends, issues, pedagogy, and resources in education systems in developing and industrialized nations, and implications for national and global citizenship for the 21st century.

Documentation and Assessment in Curriculum and Instruction (EDG 6628) 3 credits

Prerequisite: Graduate standing

Offers participants operational definitions and experiences in documentation and assessment for educators. Students combine readings, analyses of experiences in learning environments, critiques of the existing assessment culture and field work.

Seminar in Multicultural Education (EDG 6705 5705) 3 credits

An introduction to the field of multicultural education, the multiple dimensions of sociocultural diversity and the implications and challenges for equitable education. ([Changes effective spring 2025.](#))

Directed Independent Study (EDG 6906) 1-5 credits

Special Topics (EDG 6931) 1-3 credits

This course offers an in-depth study of a specialized topic in curriculum, culture and educational inquiry at the graduate level.

Seminar in Curriculum (EDG 6935) 3 credits

A study of curriculum principles, structure, and theories.

Special Topics (EDG 6937) 1-5 credits

Selected topics in education.

Internship (EDG 6940) 6-10 credits

Prerequisite: Approval of student's major advisor in the appropriate graduate program

The advisor in the department in which the student is enrolled works mutually with

the student and the Director of Student Teaching in assigning the student specialized and professional field experiences. Supervision is provided by qualified personnel on both the local and University level. *Grading S/U*

Master's Thesis (EDG 6971) 3 credits

Curriculum Theory (EDG 7221) 3 credits

The analysis of the historical and philosophical foundations of curriculum theory in the U.S. through the study of the original work of key theorists.

Curriculum Implementation for School Improvement (EDG 7251) 3 credits

Prerequisites: Must be enrolled in one of the following levels: Doctoral and Education Specialist and permission of instructor

Prepares educators to proceed to curriculum approval, dissemination and implementation once a curriculum is designed. Content will include preparing and presenting a comprehensive implementation plan and subsequent/on-going curriculum refinement.

Directed Independent Study (EDG 7906) 1-5 credits

Praxis in Curriculum and Instruction (EDG 7918) 3 credits

A capstone experience in which students are guided through the design, implementation and reporting on a study of professional practice in diverse community- or school-based contexts The final capstone project comprises an oral presentation and a written report.

Special Topics (EDG 7932) 1-3 credits

This course offers an in-depth study of a specialized topic in curriculum, culture and educational inquiry at the doctoral level.

Foundations of Curriculum Inquiry (EDG 7938) 3 credits

Prerequisite: Admission to doctoral program

This course should be taken immediately after the candidate is admitted to the doctoral program. It is designed as an introduction to the process of doctoral studies and the nature and purpose of educational research in curriculum and instruction.

Research in Curriculum and Instruction (EDG 7944) 3 credits

Prerequisites: EDF 7758, EDF 7917, EDG 7221, EDG 7938

Projects completed in doctoral seminar will be scrutinized to determine their research quality and educational contributions. Emphasis is placed on accurate integration among research, curriculum, and instruction protocols.

Dissertation (EDG 7980) 1-15 credits

Motivational Theories in Educational Psychology (EDP 6218) 3 credits

Application of motivational principles to educational settings in order to assist educational professionals in promoting and maintaining student motivation. Emphasis on learners' internal motivation, including students' goal orientations and mindset, self-efficacy, self-regulated learning and resilience. Both instructional influences and school-family partnerships are discussed.

Field Project in Educational Psychology (EDP 6944) 3 credits

Prerequisite: Permission of instructor

This course is individually designed according to student professional goals. It focuses on extending theoretical knowledge in educational psychology through a field-based experiential capstone learning project.

Foundations of Early Childhood Environmental Education (EEC 6026) 3 credits

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.

(ADD) Community Engagement in Early Childhood Environmental Education (EEC 6028) 3 credits

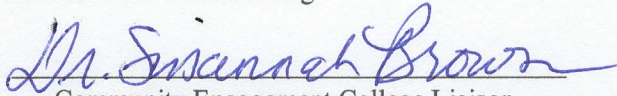
This practicum requires collaboration with community agencies in advancing children's civic engagement, development, health, and learning through environmental education. In partnership with a community organization, the student will engage in learning experiences and contribute to enhancing the community partner's efforts to further the aims of early childhood environmental education. 36 hours of practicum and a minimum of 3 hours of consultations with instructor are required.

Principles and Models of Early Childhood Curriculum (EEC 6236) 3 credits

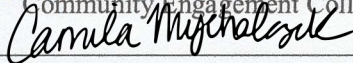
This course will provide a conceptual framework for the analysis and practical implementation of early childhood curriculum models. 10 hours of field experience required.

**Academic Service Learning
Course Designation**

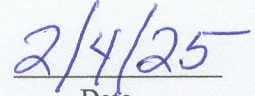
This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.



Community Engagement College Liaison



Weppner Center for LEAD & Service-Learning



Date

2/8/25

Date