**FLORIDA ATLANTIC UNIVERSITY**

Graduate Programs—COURSE CHANGE REQUEST

<table>
<thead>
<tr>
<th>Department: Curriculum, Culture and Educational Inquiry</th>
<th>College: Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong> EDG 5705</td>
<td><strong>Current Course Title:</strong> Multicultural Education</td>
</tr>
<tr>
<td><strong>Change(s) Are to Be Effective (List Term):</strong> Fall 2014</td>
<td><strong>Terminate Course (List Final Active Term):</strong></td>
</tr>
<tr>
<td><strong>Change Title to:</strong></td>
<td><strong>Change Prerequisites/Minimum Grades to:</strong></td>
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<tr>
<td><strong>Change Prefix From:</strong></td>
<td><strong>Change Corequisites to:</strong></td>
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<tr>
<td><strong>Change Course No. From:</strong></td>
<td><strong>Change Registration Controls to:</strong></td>
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<tr>
<td><em><em>Change Credits</em> From:</em>*</td>
<td>*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</td>
</tr>
<tr>
<td><strong>Change Grading From:</strong></td>
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<tr>
<td><strong>Change Description to:</strong> AN INTRODUCTION TO THE FIELD OF MULTICULTURAL EDUCATION, THE MULTIPLE DIMENSIONS OF SOCIOCULTURAL DIVERSITY AND THE IMPLICATIONS AND CHALLENGES FOR EQUITABLE EDUCATION.</td>
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Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. Please consult and list departments that might be affected by the change(s) and attach comments.

Faculty contact, email and complete phone number: Dilysh Schoorman; dschoorman@fau.edu
297 6598

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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:**

- 03-21-14
- 4/9/14
- 4/11/14
- 5/10/14
- 9/11/14


**2. Review Provost Memorandum:** Definition of a Credit Hour [www.fau.edu/provost/files/Definition_Cred it_Hour_Memo_2012.pdf](http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf)

**3. Consent** from affected departments (attach if necessary)

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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.

FAUchange—Revised September 2012
Current catalog description:

Multicultural Education (EDG 5705) 3 credits
This course will present the research base in multicultural education. Among the areas covered are language fluency, prejudice reduction, culture fair instruction and the relationship of class, race, gender and ethnicity to academic achievement.

Rationale for the change:

The current description was written almost 20 years ago. The specific topics listed in this description represent a much narrower and dated perspective of the field.
EDG 5705: Multicultural Education

Catalog Description:
An introduction to the field of multicultural education, the multiple dimensions of sociocultural diversity and the implications and challenges for equitable education.

Pre-requisites: None
Credit Hours: 3

Course Connection to Conceptual Framework:
This course is designed to inform students about the central principles of multicultural education, including and examination of research on policies and practices that support or impede equity in the education of culturally, linguistically and socially diverse populations. Throughout the course students will acquire the cross-cultural communication and pedagogical skills central to being capable of critical analysis of traditional educational practice and insightful application of research and theory to democratic instruction, curriculum development and school policy. The course is grounded in social justice pedagogy, which requires critical self-reflection and ethical educational decision-making for equitable action in in contexts of diversity.

Required Texts:
A packet of readings will be made available on Blackboard (Bb).

Suggested Resources:


New Immigrant Series:
GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Florida Teacher Standards for ESOL Endorsement 2010 = FL-FAU-ESOL
Domain 1/ Standard 1: Culture as a factor in ELLs’ Learning
Know and apply understanding of theories related to the effect of culture in school achievement for students of diverse backgrounds.
   Understand and apply knowledge about:
     - Cultural values and beliefs in the context of teaching and learning (1.1.a)
     - Academic progress for students from diverse backgrounds (1.1.b)
     - The effects of racism, stereotyping and discrimination in teaching and learning (1.1.d)
     - Home/school connections to build partnerships with families and guide appropriate curriculum development and instruction (1.1.e; 1.1.c)
     - Sociocultural, sociopolitical, and psychological variables to facilitate learning (2.2.c)

Council for the Accreditation of Educator Preparation = CAEP
Standard 1.1; Addressing the following InTASC standards:
   #2: Learning Differences; #3: Learning environments; #4 Content Knowledge;
   #5 Application of knowledge; #9: Professional learning and ethical practice.

College of Education Conceptual Framework = (COE-CF)
a. Knowledge of broad based conceptualization of diversity
b. Cross-cultural empathy, communication and pedagogical skills
c. Critical understanding of positionality in diverse contexts
d. Commitment to advocacy and community engagement

University of Washington, Center for Multicultural Education - Principles and Concepts for Democracy and Diversity = (C-MCE)
Specifically Concept #2 – Diversity; Concept #6 - Prejudice, Discrimination, and Racism; Concept #8 – Identity/Diversity; Concept #9 – Multiple perspectives

National Association for Multicultural Education = (NAME)
Standard #1 – Inclusiveness Standard #2 – Diverse Perspectives
Standard #3 – Alternative Epistemologies Standard #4 – Self Knowledge
Standard #5 – Social Justice

Florida Educator Accomplished Practices = FEAP
#2: Learning environment
d. Respects students’ cultural, linguistic and family background;
g. Integrates current information

COURSE OBJECTIVES:
In this course, students will develop the knowledge and skills to:
1. Demonstrate their understanding of the complex nature of the field of multicultural education and apply theories and central concepts of the field to their teaching and research activities [CAEP 1.1-#2, #4, #5, #9; FL-FAU-ESOL 1.1; C-MCE 2; COE-CF; NAME 1; FEAP 2 d, g]
2. Identify the manner in which multiple elements of cultural diversity can impact educational policy making, instructional practice and student achievement among diverse student populations generally, and for culturally and linguistically diverse groups in particular [CAEP 1.1-#2, #4, #5, #9; FL-FAU-ESOL 1.1.a,b, d; 2.2c; C-MCE 8; COE-CF; NAME 2, 3; FEAP 2 d]
3. Identify social, political and historic trends that have impacted the education of students, especially those of culturally and linguistically diverse groups and identify appropriate educator and community responses to these trends [CAEP 1.1-#2, #3, #4, #5, #9; FL-FAU-ESOL 1.1 b, d; 2.2.c; COE-CF; NAME 5; FEAP 2d]

4. Identify and contrast divergent ideologies of cultural integration and their impact on education of culturally and linguistically diverse and otherwise marginalized groups [CAEP 1.1-#2, 3, #4, #5, #9; FL-FAU-ESOL 1.1.a, b,c,d; C-MCE 9; COE-CF; NAME 2, 3; FEAP 2d]

5. Identify significant themes in research pertinent to cross cultural communication, the effects of racism, home-school partnerships, multicultural curriculum development and the education of culturally and linguistically diverse groups and their implications for multiculturally sensitive classroom practice and educational policy making [CAEP 1.1-#2, 3, #4, #5, #9; FL-FAU-ESOL 1.1.a, b,c,d; C-MCE 6; COE-CF; NAME 1, 5; FEAP 2 d,g]

6. Critically reflect on practice in their own classrooms, schools, districts and develop methods/strategies/action plans for moving from monocultural to multicultural curriculum through the use of students’ linguistic and cultural backgrounds [CAEP 1.1-#2, 3, #4, #5, #9; FL-FAU-ESOL 1.1.a, b,c,d; COE-CF; NAME 4; FEAP 2d]

COURSE REQUIREMENTS:
Reflection Papers (3 at 15% each) 45%
Community Action 15%
Critical Essay/Literature Review 30%* - Competency Assessment
Participation 10%

GRADING SCALE:

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<thead>
<tr>
<th>Letter</th>
<th>Percent</th>
<th>Grade Points</th>
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<tbody>
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<td>A-</td>
<td>90-91</td>
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<td>B</td>
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Reflection Paper #1
What are the challenges that face teachers of students of diverse backgrounds? Drawing on the perspectives of your readings, our class discussions, your “community partners,” and your own experiences identify an agenda for critical praxis for educators and/or community members as they/we navigate these challenges together.

In your essay, you may consider:
- What critical multiculturalism is, why it might be imperative in today’s context
- How it might be integrated into all levels of education in order to better serve the needs of diverse learners
- How key concepts that emerged from the readings/discussions might impact your agenda for critical praxis
- Consider how the imperatives that emerged from the readings/discussions/conversations with community might be integrated into an agenda for advocacy for and with under-represented students

[FL-FAU-ESOL 1.1; CAEP 1.1-#3, #4, #5, #9; NAME 2, 5]
Reflection Paper #2
This paper will be written as a case study to highlight the unique challenges faced by students/families of under-represented groups in the US educational and social context. I would like us to focus especially on under-represented groups in the service area of our schools, especially those under-represented in the literature. The case study could be a replication of the experiences of one of your community partners (please use pseudonyms) or an extrapolation from or integration of those experiences. The case should illustrate, extend or challenge the constructs from our readings and discussions. Additionally, the paper will include a substantial review of literature on the under-represented group. I envision the following as a format for your written work:
- A brief description of the case (about a page)
- A detailed analysis of the case and its significance in the context of the extant literature and its implications for education and community building.
Alternatives to this format are welcome. The idea is for us to learn something about the under-represented culture, the struggles of members of this community within the US educational system, an establishment of a human connection to the theoretical constructs/issues we discuss and an exploration of actions that can be taken as a consequence. Students in the MA/TESOL program must focus on a case addressing experiences of linguistically marginalized groups.

Additionally, you need to be prepared to discuss your case and findings in a class presentation.

Reflection Paper #3
This paper should focus on a community action that you have undertaken that is grounded within the philosophy of this course. The project is up to you to define, but could be in the form of curriculum development to support teachers or students, tutoring/mentoring activities, advocacy, infomercials, youtube presentations, parent support activities, or any other form of social action. We will brainstorm possibilities for this project in class. It would be nice if the project could be linked to the concerns of your community partners. The paper itself should describe the project, explain its critical multicultural significance and reflect on the outcomes of the project from the perspectives of all participants.

Criteria for evaluation of reflection papers include evidence of critical reflection (e.g., consideration of your perspective in the context of diverse others, awareness of the power dynamics that privilege of marginalize groups), scholarly integration of and engagement with the readings, skilled integration of perspectives from diverse data sources, professional quality writing commensurate with graduate level education. For those needing it, please plan to use the services of the Center for Excellence in Writing to work on your papers.

Critical Essay and Literature Review  (Competency Assessment)
This assignment is a research project in which you will explore a problem central to the education of culturally and linguistically diverse students, identify possible answers to those questions that emerge from extant literature and draw conclusions for practitioners based on your analysis. The purpose of the literature review is to become familiar with the work already done in the field of interest and to allow your own work to be informed and guided by prior scholarship. The literature review should consist of at least eight
articles/ book chapters that are studies of issues pertaining to the guiding research question(s).

Your critical essay will consist of the following components (although they do not need to be labeled or sequenced this way):

- A clear statement of the problem, including an introduction, discussion of the relevance and significance of the problem, and a guiding question for the paper
- An analysis of the research organized and synthesized to highlight central themes in the literature, diverse perspectives on the problem/solution (where appropriate), and a skillful balance of the description of specific interventions or studies and the analysis of them
- A thoughtful discussion of the implications for practitioners, policy makers, community members that emerge from this literature.

This essay should also integrate, to the extent possible and appropriate, the perspectives of your community partners.

The criteria for this assignment are posted on LiveText and Bb. You will need to submit this document in both LiveText and on Blackboard (to be screened for plagiarism using Turnitin) in order to receive credit for the assignment.

[FL-FAU-ESOL 1.1; CAEP 1.1 - #2, #4, #5, #9; COE-CF; CMCE; NAME 1, 2, 5]

Format for written work
All assignments should be typed written, double spaced, double sided when feasible, with pages numbered and stapled (where applicable). Please retain a copy of all assignments turned in to your instructor. Times font size 12 is recommended. It is assumed that work will be turned in on time. The instructor reserves the right to assign late work a "0". All written assignments should be turned in both electronic and print format.

Participation
It is intended that this class exemplify the principles of critical pedagogy, premised on the active participation of students in a dialogic approach to learning. Student engagement in learning is central to this approach, which also requires leadership and the willingness to direct the learning and to build community among the learners. Your participation will be evaluated according to your ability to demonstrate the following:

- Come to class prepared to discuss the assigned readings
- Be willing to lead discussions on selected topics
- Make meaningful (and concise) contributions to class discussions
- Participate in class discussions without dominating them
- Actively elicit the participation of students who are silent/ silenced
- Consciously contribute to a climate that is welcoming of diverse perspectives
- Be open and willing to challenge one's own assumptions and perspectives
- Be present physically and intellectually throughout the class (see attendance policy)
- Provide the instructor constructive feedback on how the class could be improved
- Provide colleagues with feedback that is honest, instructive and supportive

Classroom etiquette
In addition to being prepared, criteria for appropriate participation include: punctuality, attendance in class, the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them).
University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." 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. Cell phone use is unacceptable during class hours and should be placed away from your desk while in class. Text messaging during class will result in an automatic reduction in participation points and a possible request that you leave the class.

Attendance Policy
According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. Reasonable accommodations are made for religious observances. Accommodations can be made only when the instructor has been informed in a timely manner of such a need. Points will be deducted for class time missed, tardiness, or cell phone interruptions. Typically, absences beyond two class meetings, will be penalized three points per class.

LiveText
Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, [http://coe.fau.edu/livetext](http://coe.fau.edu/livetext).

TEACHING METHODOLOGIES:
This class will be run as a seminar, which means that learning takes place dialogically. This necessitates that students come to class having read the assigned readings, ready to participate in meaningful discussions. Due to the nature of the course and the topics addressed, the instructor will not "tell you what you need to know" nor "tell you what to think." Instead the role of the instructor would be to provide a diverse array of issues and perspectives to think about on which you will form your own conclusions. Learning will take place through critical reflection on the readings and class discussions, collaboration on tasks, discussions with colleagues, individualized instruction through consultation with the instructor on assignments, formal class presentations and through written assignments. Blackboard will be used as an electronic forum to supplement in-class discussions, support student research and to provide additional information and directions on assignments.

Audio Visual technology
This class is a web-assisted course that uses Blackboard (Bb) as a repository for class readings and assignments. All assignments should be posted on Bb even if a hard copy has been turned in during class. The absence of a paper on Bb by the date on which the paper is due, could result in 0 points being assigned to the paper.
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 - MOD I (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.

CODE OF ACADEMIC INTEGRITY:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University’s Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf
COURSE SCHEDULE

Week 1  Introduction to Multicultural Education (MCE)
Overview of the course, the field of MCE, contemporary contexts

Concepts:  Definition of diversity; Intersectionality; Multicultural Curriculum Mandates; Accountability

Homework: Everyone needs to find three “community partners”
- A public school teacher who works in a school with diverse/under-represented students
- An immigrant parent (this should NOT be a coercive/dangerous relationship for the immigrant)
- A current public school student from an under-represented background.

All three of these people will inform our discussions. I need you to explore the issues we talk about from the perspectives of these three people.

Week 2  What is critical multicultural education?

Concepts:  Multiple conceptualizations of MCE; critical multiculturalism; social justice; critical pedagogy.


DQ: What is critical multicultural education? Why do the authors you have read make distinctions among the conceptualizations of multicultural education? What is the responsibility of a multicultural educator in our schools?

Week 3  The educational context for non-mainstream children

Concepts  Structural/institutional, cultural and individual discrimination
Assimilation vs. integration; segmented assimilation


DQ: Are schools sites for oppression or empowerment? What are the promises and the challenges for teachers, students and the community in today’s educational context?
Week 4  
**Pedagogy for equitable education**

**Concepts**
- The role of teacher leaders
- Emancipatory pedagogy/ pedagogy for social justice
- Critical literacy

**Readings:**
- Pedagogy of the Oppressed (Ch. 2).

**DQ:** Identify the key concepts that emerge in the pedagogical perspectives of Paulo Freire and bell hooks. Consider their implications teaching in today’s educational context.

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**Week 5  
Insights from studying racism in education**

**Concepts**
- Racism in schools: practice, policy, curriculum
- Segregation: past and present; White privilege; Multiple levels of racism/advocacy; Achievement gap vs. debt

**Readings:**

**DQ:** To what extent are constructs such as “achievement gap” and policies/practices such as segregation, desegregation, mainstreaming, pull out programs indicators of (in)equity in diverse educational contexts related to gender, linguistic diversity, disabilities, and other racial and cultural contexts?

**Reflection #1 due**

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**Week 6  
Insights from studying classism in education**

**Concepts:**
- Class bias in education; deficit ideology.

**Readings:**

Gorski, P. – Deficit ideology. Lecture on: 
http://www.youtube.com/watch?v=AjJ2YqZy4Hk

DQ: In what ways have we internalized deficit ideologies and social stratification in our own educational and social values and practices? How do we detect and unlearn these tendencies?

**Week 7**

**Insights from studying sexism in education**

**Concepts:**
Curriculum biases; gender vs. sex; feminist pedagogy; historical perspectives of sexism; sexism as structural discrimination; patriarchy; Intersectionality.

**Readings:**


DQ: Consider the interconnection between societal manifestations of sexism and sexism evident in educational contexts. How does the “social curriculum” of the media, social norms, policies related to reproductive rights and/or sexual abuse impact what students are taught and learn in school? To what extend might school curriculum and educational policies challenge or interrupt manifestations of sexism in mainstream culture?

**Week 8**

**Insights from studying heterosexism/homophobia in education**

**Concepts:**
Heterosexism; homophobia; heteronormativity; safe/supportive school climate; anti-bullying policies; impact of personal values on policy and practice

**Readings:**


Please review Broward County’s Anti-Bullying Policy here and explore the site by clicking on the LGBT tab and any others you think might be pertinent. 

DQ: In what ways are the barriers faced by members of the LGBT community unique v. similar to the oppression felt by other marginalized groups? How are these challenges exacerbated in the context of their
intersections with other group identities? Explore how safe communities ameliorate some of these threats.

**Week 9**

**Language, ability and religion: Tools of oppression or empowerment?**

**Concepts:** Language policies and their impact at the macro and micro levels. Religious bias and the implications for community building (or not).

**Readings:**


**DO:** Examine the manner in which social dimensions such as language, religion and ability/disability status have been and are used as tools of oppression against groups marginalized by society. Consider how school policies and practices might challenge such oppression.

**Week 10**

**From the outside in: Contemporary case studies**

**Reflection #2 due: Presentation of case studies**

**DO:** How do the case studies generated through knowledge about the lives of our community partners inform our understanding about ourselves, educational policy, classroom practice and the role of university researchers/scholars? What implications for advocacy emerge from these case studies?

**Week 11**

**Contemporary Educational challenges**

**Concepts:** Standardization; accountability; impact of testing


**DO:** What is the evidence presented on multiple sides of the debate on standardized testing and its impact on students of diverse backgrounds? What are the consequences of standardized testing on students of underrepresented backgrounds? Who benefits the most from these practices?
Week 12  Advocacy: The schools we need  
Concepts: Democratic schools; transformative curriculum; community building  
**DQ:** Although public education was instituted as a sine qua non for an effective democratic society, many have forgotten this connection. What should schools look like in a democracy? How would we move towards facilitating democratic schools?

Week 13  Advocacy: Reclaiming the teaching profession  
Concepts: (Re-) professionalizing teachers; critical multicultural teacher education  
**DQ:** The changes we need/seek in schools are best initiated in teacher preparation programs. Evaluate your own teacher preparation to identify the ways in which you were prepared (or not) for excellence in teaching in culturally diverse contexts.

Week 14  Student-generated topics  
Week 15  Presentation of final papers
SELECTED BIBLIOGRAPHY


Kubota, R. Unraveling racism in a nice field like TESOL.


**Websites:**
Immigration Policy Center: [http://www.immigrationpolicy.org/issues/history](http://www.immigrationpolicy.org/issues/history)
Boca Raton, FL 33431

Email: ehyslop.margison@fau.edu
Phone: 561-297-3965
Fax: 561-297-2925

From: Dilys Schoorman
Sent: Monday, March 17, 2014 1:42 AM
To: Emery Hyslop-Margison
Cc: Traci Baxley; Ilene Allgood
Subject: GPC forms and syllabi

Hi Emery:
I am attaching the GPC forms requesting the change in the catalog descriptions for EDF 6887 (Foundations of Multicultural Curriculum) and EDG 5705 (Multicultural Education) for our department meeting on Wednesday. I am also attaching the syllabi, in case they are needed.
Thanks,
Dilys

FAU

Dilys Schoorman, Ph.D.
Professor
Department of Curriculum, Culture and
Educational Inquiry
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991
Tel: 561 297-6598
Fax: 561 297 2925

http://www.coe.fau.edu/faculty/dschoorm/

Visit our department website:
http://www.coe.fau.edu/academicdepartments/ccei/
Visit our Facebook Page:
https://www.facebook.com/fauCCEI?ref=ts&fref=ts
RE: GPC forms and syllabi
Emery Hyslop-Margison
Sent: Friday, March 21, 2014 2:47 AM
To: Barbara Ridener

Thanks Barbara!

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: Barbara Ridener
Sent: Thursday, March 20, 2014 9:30 PM
To: Emery Hyslop-Margison; Robert Shockley; Michael Brady; Paul Peluso; Deena Wener
Subject: RE: GPC forms and syllabi

Hi Emery,

DTL does not see any conflicts.

Best wishes,

Barbara

From: Emery Hyslop-Margison
Sent: Thursday, March 20, 2014 10:55 AM
To: Barbara Ridener; Robert Shockley; Michael Brady; Paul Peluso; Deena Wener
Subject: FW: GPC forms and syllabi

Colleagues,

Minor course description changes to EDF 6887 and EDG 5705 were approved at yesterday’s CCEI department meeting. Please see attached. I suspect I require your clearance before submission to the GPC. Please advise if you have any questions.

Best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
I have no conflicts or issues with this. Thanks.

Sent from my iPhone

> On Mar 20, 2014, at 10:55 AM, "Emery Hyslop-Margison" <ehyslopmarginson@fau.edu> wrote:
> Colleagues,
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> Best wishes,
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> Dr. Emery J. Hyslop-Margison
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> Boca Raton, FL 33431
>
> Email: ehyslopmarginson@fau.edu<mailto:ehyslopmarginson@fau.edu>

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>
> Hi Emery:
> I am attaching the GPC forms requesting the change in the catalog descriptions for EDF 6887 (Foundations of Multicultural Curriculum) and EDG 5705 (Multicultural Education) for our department meeting on Wednesday. I am also attaching the syllabi, in case they are needed.
Thanks,
Dilys

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