

Master of Education with Major in Educational Psychology

Admission Requirements

To be admitted to the M.Ed. in Educational Psychology, students must meet the following admission standards:

1. Completion of the graduate application online through the Graduate College;
2. Receipt of official transcripts including all undergraduate coursework;
3. A bachelor's degree from a regionally accredited college or university;
4. Official copy of Graduate Record Examination (GRE) scores not more than 5 years old;
5. Admission decision is based on compliance with **one** of the following:
 - a. A grade point average (GPA) of 3.0 or higher in all upper-division courses attempted before the awarding of the bachelor's degree;
 - b. GRE score for examinations taken after August 1, 2011: 154 (verbal) and 144 (quantitative);
 - c. GRE scores for examinations taken before August 1, 2011: a minimum combined score 1000 (verbal and quantitative).

Additional admissions requirements exist for international students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

Progress and Degree Requirements

The student must meet all College and University guidelines.

Completion of 27-30 credits prior to placement in EDP 6944.

The student must maintain an overall grade point average of 3.0 or higher.

The student must complete a minimum of 36 credits.

The student must complete the following course requirements.

Core Courses (21 credits required)		
Educational Psychology	EDF 6229	3
Thinking Processes and Styles in the Classroom Learning and Cognition in Education	EDF 6142	3
Human Development: Applications for Education	EDF 6113	3

Concepts of Self Personality Theories in Education	EDF 6339	3
Field Project in Educational Psychology	EDP 6944	3
Child Development in Educational Psychology	EDF 6126	3
Adolescence and Young Adulthood in Educational Psychology	EDF 6138	3

Electives (9 credits required)		
Choose three of the following pre-approved 3-credit courses or other electives as approved by student's assigned faculty advisor:		
Motivational Theories in Educational Psychology	EDP 6218	3
Seminar in Cognition	EXP 6609	3
Seminar in Personality and Social Development	DEP 6098	3
Introduction to Qualitative Inquiry	EDA 6415	3
Curriculum: Elementary School	EDE 6205	3
Middle School Curriculum	EDM 6235	3
Senior High School Curriculum	ESE 6215	3
Seminar in Cognition (moved up)	EXP 6609	3
Directed Independent Study	EDF 6905	3
Master's Thesis	EDF 6971	3

Research/Statistics (6 credits required)		
Educational Research	EDF 6481	3
Educational Statistics (Should be taken prior to or concurrently with EDF 6481.)	STA 6113	3

[Top](#)

FAU Catalogue – Teaching and Learning - Educational Psychology Course Descriptions

~~Thinking Processes and Styles in the Classroom~~ **Learning and Cognition in Education (EDF 6142) 3 credits**

~~Investigation and application of cognitive concepts, theory, research, and models to enable teachers to more effectively understand and assist students in the learning process.~~ 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.

~~Concepts of Self~~ **Personality Theories in Education (EDF 6339) 3 credits**

~~The development of a personal frame of reference for better understanding of the nature of the "self" and its impact in the educational context through investigation of research and theory relevant to the nature of perception and motivation.~~ 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.

**Department of Teaching and Learning
College of Education
Florida Atlantic University**

EDF 6142/Section/CRN #

~~Thinking Processes and Styles in the Classroom~~ **Learning and Cognition in Education**

Semester/Year, 3 credit hours, Distance Learning Course

Course Prerequisites or Corequisites: None

CONTACT INFORMATION:

Instructor: Dr. Alyssa Gonzalez DeHass, Professor of Educational Psychology

E-Mail: agonzale@fau.edu

Office: EC207F, Jupiter Campus

Online Office Hours: Monday's: 10am- 12pm; 12:30-2:30pm

CATALOG DESCRIPTION:

~~Investigation and application of cognitive concepts, theory, research, and models to enable teachers to more effectively understand and assist students in the learning process.~~

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.

REQUIRED TEXT:

Schunk, D. (2020). *Learning Theories: An Educational Perspective* (8th ed.). Pearson.

REQUIRED RESOURCE:

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 obtaining a LiveText account is provided at <https://www.fau.edu/education/students/livetext/>. It includes helpful student user guides, a link to LiveText support, and information on LiveText Financial Assistance.

SUGGESTED RESOURCE:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC.

AUDIO-VISUAL TECHNOLOGY:

Microsoft Canvas: <https://canvas.fau.edu/>

Microsoft Power Point Presentations

External Video Links

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

FAU Student Learning Outcomes Assessment: Educational Psychology Indicators
Interstate Teacher Assessment and Support Consortium Teaching Standards (INTASC)
NCATE Recommendations for Technology in Teacher Education (NCATE-tech)

COURSE OBJECTIVES:

Students will be able to:

1. become familiar with the historical underpinnings and terms used in Cognitive Theory (INTASC 2,3)
2. demonstrate familiarity with the following learning theories: classical conditioning, operant conditioning, observational learning, information-processing theory, constructivism, discovery learning, and reception learning (INTASC 3,7,8)
3. examine historical and current views of thinking (INTASC 2,3)
4. explore cognitive models relevant to K-12 classroom learning (INTASC 3, 7, 8)
5. explore relevant implications of cognitive styles (INTASC 3, 7, 8)
6. acquire a new sensitivity to the cognitive profiles of students (INTASC 2,3)
7. learn how to develop activities that promote specific kinds and levels of thinking (INTASC 3, 7, 8)
8. research specific topics as they relate to cognitive processes in the classroom and conduct research using the following databases: (Ed Psych Indicator 2.1), (NCATE-tech 2, 5, 11, 12):
 - a. ERIC (Educational Research Index Corporation)
 - b. LUIS (Library User Information Service – On-line catalog)
 - c. PsychInfo & Education Index
 - d. World Wide Web

TEACHING METHODOLOGIES:

FAU Canvas
PowerPoint lessons
Library and internet research
Interactive class discussion

ASSESSMENT PROCEDURES:

Examinations
Abstracted Bibliography Paper Requirement
Class participation

COURSE REQUIREMENTS:**1. Participation:**

Our class will take place entirely via the Canvas platform where your participation will be monitored. Regular class participation is expected and is calculated in final grade. Participation includes thoughtful and considerate discussion on class content as evaluated by the instructor. Each scheduled class will have a lesson in the form of a lesson module housing a PowerPoint presentation, accompanying discussion board questions, and external links. New lesson modules will be posted each Monday.

- PowerPoint Lessons: PowerPoint lessons help introduce you to concepts in Educational Psychology and reinforce your assigned reading in the textbook. PowerPoint lessons remain available for viewing throughout semester.
- Discussion Boards: Class participation is exclusively measured by examining student's participation on Canvas discussion boards. Online discussion board participation is expected and will be monitored.

2. Exams:

Read, comprehend, and apply assigned material in text and lessons as measured by online essay exams. Exams will be made of 10 questions that include short essay items. Once they are assigned, you can download the exam to your computer and complete within the 48-hour time frame allowed as noted on syllabus outline. Prior approval and documentation is needed for rescheduling. Rescheduled make-up test MUST occur within one week of scheduled test date for class.

3. Research Paper Requirement:

Conduct a review of research in a specific area of motivation that relates to the course and that is chosen with professor's approval. This project will be evaluated in terms of the criteria described in the research paper handout. Papers previously submitted to meet requirements in another course will not be accepted. Deadline for submission of papers is denoted on syllabus content outline.

Research Presentation: Student will present research to class via a PowerPoint presentation by uploading it to the appointed research paper module at that time. Absence of research presentation will result in a loss of 20 points from your paper grade. Please see the research paper handout for guidelines in putting together your presentation.

FL-FAU- Ed Psych.2 STANDARD: Written Communication

FL-FAU- Ed Psych.2.1 INDICATOR: Student demonstrates high quality writing skills while writing a comprehensive and scholarly paper that uses clear and professional language and correctly uses the editorial style of the American Psychological Association.

Data Point: Communication, EDF 6142 Abstracted Bibliography Paper

Exemplary	Satisfactory	Emerging	Unsatisfactory	No Submission
Demonstrates exemplary writing skills (in terms of grammatical correctness and adherence to APA writing style) in the submission of a literature review paper that reflects concepts pertinent to the field of educational psychology.	Exhibits satisfactory writing skills (in terms of grammatical correctness and adherence to APA writing style) in the submission of a literature review paper that reflects concepts pertinent to the field of educational psychology, but some elements could be improved.	Begins to demonstrate satisfactory writing skills (in terms of grammatical correctness and adherence to APA writing style) in the submission of a literature review paper that reflects concepts pertinent to the field of educational psychology, but many elements are missing or could be significantly improved.	Fails to demonstrate satisfactory writing skills (in terms of grammatical correctness and adherence to APA writing style) in the submission of a literature review paper that reflects concepts pertinent to the field of educational psychology.	Failed to submit, or failed to submit on time

FAU GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-75	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	86-89	= 3.33	D+	66-69	= 1.33
B	83-85	= 3.00	D	63-65	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	76-79	= 2.33	F	0-59	= 0.00

REQUIRED POINTS FOR GRADE:

	Max	A (93)	A- (90)	B+ (86)	B (83)	B- (80)	C+ (76)	C (73)	C- (70)	D+ (66)	D (63)	D- (60)
Exams (2)	200	186	180	172	166	160	152	146	140	132	126	120
Paper	100	93	90	86	83	80	76	73	70	66	63	60
Participation	50	46	45	43	41	40	38	36	35	33	31	30
Total	350	325	315	301	290	280	266	255	245	231	220	210

POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES

Student work turned in more than an hour late is subject to a 5-point deduction, and an additional 5-point deduction per day late after that. It is the student's responsibility to ensure the successful submission of their work. Reasonable accommodations will be made for students to makeup work for University-approved reasons including a major illness, extenuating family emergencies, or participation in religious observances. Grades of incomplete are reserved for students who can demonstrate a passing grade in the course but have not completed all the required work because of exceptional circumstances.

DISTANCE LEARNING REQUIREMENTS:

Students will access Canvas for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.

1. Class participation is measured exclusively via Canvas discussions. Students are expected to make their posts on the discussion board as noted under the course requirements section.
2. Exams and research paper should be submitted per the policies listed under the course requirements by the scheduled due date as listed on the content outline. Unless otherwise noted, assignments should follow APA style.
3. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to: cheating, plagiarism, misrepresenting information or failing to give proper credit for citations used, participating or facilitating acts of academic dishonesty by others, unauthorized prior possession or sharing of examinations, or submitting the work or tampering with the work of another person.
4. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Canvas. Students should contact the IRM helpdesk if you experience login or connection issues.
5. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Canvas, navigating and conducting research on the Internet.

TECHNICAL RESOLUTION POLICY:

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file.
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. 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.
3. Send an email within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
 4. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
 5. 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.
 6. 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 a resolution is obtained.

CLASSROOM ETIQUETTE POLICY:

In distance learning, discussion board participation replaces the face-to-face conversation of the traditional classroom format. Please be considerate when responding, and use diplomacy and professionalism when differences of opinion occur. One of the greatest pieces of advice I can share is, "you will never learn anything new if you don't listen to what others have to say".

ATTENDANCE:

Our class will take place entirely via the Canvas platform where your participation will be monitored. It is imperative that you meet course deadlines and stay active in discussion boards. Regular class participation is expected weekly and is calculated in final grade. Participation includes thoughtful and considerate discussion on class content as evaluated by the instructor. If you are experiencing major illness, family emergency, or other extenuating circumstances, contact the instructor immediately to formulate a resolution.

RELIGIOUS ACCOMODATION

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 with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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. For more information, see catalogue: <http://www.fau.edu/academic/registrar/catalog/> (under Academic Policies and Regulations).

REFERENCES:**A. Books**

- Dweck, C.S. (2006). *Mindset: The New Psychology of Success*. Random House.
- Pink, D.H. (2009). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books.
- Ramdass, D. & Zimmerman, B.J. (2011). Developing self-regulation skills: The important role of homework. *Journal of Advanced Academics*, 22(2), 194-218.
- Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Schunk, D. H., & Zimmerman, B. J. (2008). *Motivation and Self-regulated Learning: Theory, Research, and Applications*. Lawrence Erlbaum.
- Usher, E.L. & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751-796.
- Zimmerman, B.J. (2008). In search of self-regulated learning: A personal quest. In H.W. Marsh, R.G. Craven, & D.M. McInerney (Eds.), *Self-processes, learning, and enabling human potential: Dynamic new approaches* (pp. 171-191). Information Age.

B. Journals

Contemporary Educational Psychology
 Educational Psychologist
 Journal of Educational Psychology
 Journal of Educational Research
 Journal of Research in Childhood Education
 Journal of Youth and Adolescence
 Learning and Individual Differences
 Review of Educational Research

EDF 6142 CONTENT OUTLINE:

(Only 12 instructional weeks. This course is only taught in the summer.)

Week	Lesson	Specific Topics and Assigned Reading
1	Introduction to Course	Syllabus and Main Course Requirements
2	Classical Conditioning	Overview of Classical Cond; Generalization/Discrimination; Higher-Order & Counterconditioning/Desensitization; Applications. <i>Pages: 84-89</i>
3	Operant Conditioning	Overview of Operant Cond; S ^D : Primary/Secondary Reinforcement; ABC's of Operant Theory; Concerns with Extrinsic Rewards & Punishment; Effective Use of Rewards; Schedules of Reinforcement <i>Pages: 93-108</i>
4	Social Cognitive Theory	Observational Learning & Cognitive Modeling; Characteristics of Effective Models; Self-Regulated Learning, Self-Efficacy <i>Pages: Chapter 4 & 10</i>
5	Constructivism	Guided Discovery Learning; Spiral Curriculum; Influences of Piaget & Vygotsky; Cooperative Learning; Peer-tutoring; Constructivism in Practice, Brain-based Research's Implications for Teaching <i>Pages: Chapter 8, 33-44</i>
6	Online Exam 1	See Exam Policies Section of Syllabus
7	AB Paper Consultation	Post AB Topic to AB discussion board this week
8	Memory and Information Processing	Information Processing Model; Attention and Perception; Types of LTM; Encoding, Storage and Retrieval; Multi-modal Storage; Metacognitive Strategies; Brain Research <i>Pages: Chapter 5 & 6, 258-267</i>
9	Cognitive Learning Processes & Instruction	Strategy Instruction; Critical Thinking; Concept Formation and Concept Maps; Problem-Solving and Problem-Based Learning; Authentic Learning & Situated Cognition <i>Pages: 267-292</i>
10	Intelligence & Learning Orientations	Goal Orientations and Views on Intelligence; Multiple Intelligences and EQ; Sensory Modalities <i>Pages 392-413, 499-504</i>
11	Research Presentations & Papers Due	See Course Requirements Section of Syllabus & AB Handout
12	Online Exam 2	See Exam Policies Section of Syllabus

NOTE: Readings are to be read for the day that they are listed. Additional Readings may be assigned. This is a tentative schedule and is subject to change.

From: Paul Peluso
To: Mikaela Kursell
Subject: Fw: Changes to the Ed Psych Program
Date: Thursday, November 19, 2020 4:17:44 PM
Attachments: [Image001.gif](#)
[Image002.png](#)
[Outlook-ozbn2x0u.png](#)

Paul R. Peluso, Ph.D., LMHC, LMFT
Senior Associate Dean
College of Education

Interim Chair
Department of Teaching and Learning

Professor
Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family
Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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(561) 297-2309 (Fax)



From: Michael Brady <mbrady@fau.edu>
Sent: Tuesday, November 17, 2020 2:31 PM
To: Paul Peluso <ppeluso@fau.edu>
Subject: RE: Changes to the Ed Psych Program

I reviewed the change requests for the master's degree in Educational Psychology. None of the proposed changes overlap or affect the curriculum or programs in ESE.

Good luck with the changes.

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

For information about FAU-ESE Degree Programs, Events/Activities, or Faculty/Research: [CLICK HERE](#) or scan this QR code:



From: Paul Peluso

Sent: Tuesday, November 17, 2020 2:22 PM

To: Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>

Cc: Stephen Silverman <silverman@fau.edu>

Subject: Changes to the Ed Psych Program

Colleagues,

The faculty in the Ed Psych program wish to make some changes to their program. Specifically, they wish to change the names of 2 courses, and remove the Thesis option as electives and include the Motivational Theory class as an elective.

Please let me know if there are any potential issues with this, I would be happy to discuss them with you. Otherwise, the courtesy of a brief response would be greatly welcomed!

Thank you,

-Paul

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From: [Paul Peluso](#)
To: [Mikaela Kursell](#)
Subject: Fw: Changes to the Ed Psych Program
Date: Thursday, November 19, 2020 4:17:30 PM
Attachments: [image001.png](#)
[Outlook-gue35kup.png](#)

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From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, November 17, 2020 4:32 PM
To: Paul Peluso <ppeluso@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Carman Gill
<gillc@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>
Subject: RE: Changes to the Ed Psych Program

No conflict with ELRM. RS

From: Paul Peluso <ppeluso@fau.edu>
Sent: Tuesday, November 17, 2020 2:22 PM
To: Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley
<SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>
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From: [Paul Peluso](#)
To: [Mikaela Kursell](#)
Subject: Fw: Changes to the Ed Psych Program
Date: Thursday, November 19, 2020 4:15:58 PM
Attachments: [image001.png](#)
[Outlook-gsdzdgr.png](#)

Can you curate these responses? Thanks.I'll send you the others.

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From: Dale Williams <DWILLIAM@fau.edu>
Sent: Thursday, November 19, 2020 4:14 PM
To: Paul Peluso <ppeluso@fau.edu>
Subject: RE: Changes to the Ed Psych Program

No CSD issues.
Dale

From: Paul Peluso <ppeluso@fau.edu>
Sent: Tuesday, November 17, 2020 2:22 PM
To: Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>
Subject: Changes to the Ed Psych Program

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-Paul

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From: [Paul Peluso](#)
To: [Mikaela Kursell](#)
Subject: Fw: Changes to the Ed Psych Program
Date: Thursday, November 19, 2020 4:16:49 PM
Attachments: [Outlook-13ycorca.png](#)
[Outlook-wfopcdgn.png](#)

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From: Hanizah Zainuddin <zainuddi@fau.edu>
Sent: Tuesday, November 17, 2020 7:00 PM
To: Carman Gill <gillc@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Dale Williams
<DWILLIAM@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>
Subject: Re: Changes to the Ed Psych Program

No conflict.

Best,
Hani

Hanizah Zainuddin, Ph.D.
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From: Carman Gill <gillc@fau.edu>
Sent: Tuesday, November 17, 2020 5:00 PM
To: Paul Peluso <ppeluso@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>
Subject: Re: Changes to the Ed Psych Program

No issues. Thanks,
Carman

From: Paul Peluso <ppeluso@fau.edu>
Sent: Tuesday, November 17, 2020 2:21 PM
To: Dale Williams <DWILLIAM@fau.edu>; Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Michael Brady <mbrady@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>
Subject: Changes to the Ed Psych Program

Colleagues,

The faculty in the Ed Psych program wish to make some changes to their program. Specifically, they wish to change the names of 2 courses, and remove the Thesis option as electives and include the Motivational Theory class as an elective.

Please let me know if there are any potential issues with this, I would be happy to discuss them with you. Otherwise, the courtesy of a brief response would be greatly welcomed!

Thank you,

-Paul

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