

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Exceptional Student Education College Education (To obtain a course number, contact erudolph@fau.edu)		
Prefix EEX Number 6626	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Face-to-Face	Course Title Behavior Analytic Supervision and Management
Credits (Review Provost Memorandum) 3	Grading (Select One Option) <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Regular</div> Sat/UnSat	Course Description (Syllabus must be attached; see Guidelines) This course prepares students seeking BCBA certification and special education leadership skills to serve as supervisors for staff disseminating procedures rooted in ABA and related fields. Students will learn how to supervise, train, mentor, and coach special education professionals and other human service staff based on foundational principles and methods of ABA by working collaboratively with each other and providing constructive feedback. The emphasis is on fostering a work culture that is motivating for all staff while maximizing work performance and minimizing unethical and counter-productive behaviors. Scientific foundations of behavior analysis are integrated in shaping future supervisors as effective trainers, mentors, and coaches. Ethical issues are also examined with careful consideration given to supervisory roles across environments and context.	
Effective Date (TERM & YEAR) Fall 2020	Prerequisites EEX 5612, EEX 6615, EEX 6609, EEX 6602, EEX 7618 with grades of "B" or higher; admission in Exceptional Student Education graduate degree program or a closely related major OR permission from instructor. Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.		
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.)		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	Registration Controls (For example, Major, College, Level)
Faculty Contact/Email/Phone Elisa Cruz-Torres/ecruz4@fau.edu/561-297-4575		Corequisites	List textbook information in syllabus or here Daniels, A. (2016). Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd ed). New York, NY: McGraw Hill Education Reid, D. H., Parson, M. B., & Green, C. W. (2012). The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff. Morganton, NC: Habilitative Management Consultants
		List/Attach comments from departments affected by new course	

Approved by Department Chair <u>Michael P. Brady</u> College Curriculum Chair <u>Paul R. Peluso</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	DocuSigned by: <u>Michael P. Brady</u>	Date 6/13/2020 _____ 8/27/20 _____ 8/28/2020 _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



**Department of Exceptional Student Education
College of Education
Florida Atlantic University**

TERM YEAR

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Day/Time:

Location:

COURSE NUMBER EEX 6626 CRN: xxxxx

COURSE TITLE BEHAVIOR ANALYTIC SUPERVISION & MANAGEMENT

CATALOG DESCRIPTION

This course prepares students seeking BCBA certification and special education leadership skills to serve as supervisors for staff disseminating procedures rooted in ABA and related fields. Students will learn how to supervise, train, mentor, and coach special education professionals and other human service staff based on foundational principles and methods of ABA by working collaboratively with each other and providing constructive feedback. The emphasis is on fostering a work culture that is motivating for all staff while maximizing work performance and minimizing unethical and counter-productive behaviors. Scientific foundations of behavior analysis are integrated in shaping future supervisors as effective trainers, mentors, and coaches. Ethical issues are also examined with careful consideration given to supervisory roles across environments and context.

PREREQUISITE or COREQUISITE: EEX 5612, EEX 6615, EEX 6609, EEX 6602, EEX 7618 *with grades of "B" or higher*; admission in Exceptional Student Education graduate degree program or a closely related major OR permission from instructor.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

The Department of Exceptional Student Education has been approved to offer an *Approved Course Sequence* (ACS) for the preparation of graduate students to meet the requirements to become a *Board Certified Behavior Analyst* (BCBA). These course requirements have now been expanded by the *Behavior Analyst Certification Board* (BACB) so as to call for dedicated content in supervision and management. This course is designed to meet and exceed the requirements of the BACB as put forward in the *Coursework Requirements for BACB Credentials, 5th Edition Task List*.

REQUIRED TEXT:

Daniels, A. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd ed)*. New York, NY: McGraw Hill Education

Reid, D. H., Parson, M. B., & Green, C. W. (2012). *The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff*. Morganton, NC: Habilitative Management Consultants

REQUIRED READINGS

Behavior Analysis in Practice (2016, December) *Special Section: Supervision Practices*, 9(4), 271-338.

Behavior Analyst Certification Board™ Fifth Edition Task List- www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf

TECHNOLOGY

Your FAU email address and MyFAU will be used extensively. If you have not already signed up for an FAU email, please do so.

Students will be required to access Canvas in a variety of ways. These include, but are not limited to, quizzes, discussion responses, and accessing class materials. If you are not familiar with Canvas, it is strongly encouraged you to review the materials in the Course Orientation folder prior to entering the first class.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- *Behavior Analyst Task List-Fifth Edition- www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf*
- *BACB Professional and Ethical Compliance Code- www.bacb.com/ethics/#ethics_requirements*
- *CEC Special Education Professional Preparation Standards- <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Preparation-Standards>*

COURSE OBJECTIVES

By the end of this semester, students will have demonstrated their ability to describe the *Behavior Analyst Task List-Fifth Edition* and *CEC Special Education Professional Preparation Standards* in the following areas:

1. Identify the skills and qualities needed by behavior analysts to demonstrate competent leadership and assess current leadership styles (BACB Task List I-01; SEA.5.K1, 5.S5, 7.S7)

2. Demonstrate understanding and competency in training supervisees and/or family members in the implementation of behavioral analytic procedures (BACB Task List I-01-08; SEA.5.S5, 6.K1, 6.S1, 7.S1, 7.S6, 7.S7)
3. Develop and implement a coaching plan and strategy to foster increased and effective performance utilizing behavioral analytic strategies. (BACB Task List I-01-03, 08; SEA. 6.K1, 6.S1, 7.S1, 7.S6, 7.S7)
4. Implement behavior analytic instruction and intervention procedures utilizing the behavioral skills training model (BACB Task List I-01, 02, 04, 05, 07, 08; SEA.5.K1)
5. Provide clear and constructive performance feedback to supervisees, colleagues, and family members. (BACB Task List I-02, 04, 05, 07; SEA.6.S1, 6.S2)
6. Identify traits and skills needed to provide culturally responsive supervision of diverse populations (SEA.5.S5, 6.S2, 6.K4)
7. Review, analyze, and interpret literature outlining effective and ethical supervision practices as identified in the BACB Professional and Ethical Compliance Code for Behavior Analysts (BACB Task List A-05; I-01, 06, 08; SEA.6.K1)

COURSE CONTENT

- Philosophical underpinnings
 - Define and describe the dimensions of applied behavior analysis
- Personnel supervision and management
 - State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance)
 - Establish clear performance expectations for the supervisor and supervisee.
 - Select supervision goals based on an assessment of the supervisee's skills.
 - Train personnel to competently perform assessment and intervention procedures.
 - Use performance monitoring, feedback, and reinforcement systems.
 - Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
 - Use function-based strategies to improve personnel performance.
 - Evaluate the effects of supervision (e.g., on client outcomes, on supervisee, repertoires).

COURSE REQUIREMENTS

1. Development of Curriculum Vitae

A curriculum vitae (which means “course of life”), also referred to as a CV or vita, is a detailed document highlighting your professional and academic history. Students will create a CV outlining all their professional accomplishments (i.e., work experience, achievements and awards, scholarships or grants earned, coursework, research projects and/or publications of work).

OBJ. 1

2. Leadership Report

Students will find and solicit an executive, administrator or someone in a leadership position that is *currently with an agency providing behavioral support*. Interviews should be approximately 20 minutes and the interviewee must have at least 8 years of leadership experience. Since administrators in leadership positions often have a variety of leadership skills based on experiences held in various backgrounds, the years of experience do not have to be solely based on work in the field of ABA.

Students will be responsible for creating an interview protocol that aims to learn more about the communication skills and abilities the interviewee has found to be most important for his/her job as a leader. Students will include questions targeting the mentorship, guidance, and support of supervising diverse personnel. (For examples of interviews with entrepreneurs and business leaders, check out the NY Times' [Corner Office Interviews](#).) The report will include:

- The **process** for obtaining and conducting the interview
- What was **learned** about leadership communication and style from the interviewee. (This section should include connections to prior readings.)
- How this interview **influenced** one's own leadership style. (A reflection of how the interviewee's communication, leadership style, and awareness and ability to supervise personnel with varied backgrounds could affect one's perception of personal leadership style is warranted.)

Final report should provide evidence that the interview was diligently pursued and thoughtfully executed, with main points clearly stated. Formatting must follow most current APA style. Please visit <https://apastyle.apa.org> for up-to-date information about APA requirements. Each summary should be between 3 and 5 pages in length (not including title page).

OBJ. 1 & 6

3. Chapter Presentation

BCBAs are expected to take on supervisory roles. Knowing how to promote maximum performance from supervisees and other employees is critical in developing effective supervision skills while promoting a productive and engaged work culture. For this assignment, students will select and provide multiple presentations about the behaviorally-based performance management skills outlined in *Bringing Out the Best in People*. Presentations will be between 10 – 15 minutes in length.

OBJ. 2, 3, & 7

4. Supervision Practices Presentation

The addition of coursework hours dedicated to addressing personnel and supervision management has led to an increase in published works focused on identifying specific skills practitioners of ABA should attain to promote effective and ethical supervisory practices. Students will work in groups to highlight best-practice recommendations from a special edition of *Behavior Analysis in Practice* (October 2016). Presentations will be 20-25 minutes in length and will comprise of 2 parts: Part A will provide a brief summary of the article Part B will be a role-play of a specific component featured in the selected article. Students will also be expected to create and disseminate a handout highlighting the article's recommendations.

OBJ. 2, 3, & 7

5. Behavior Skills Training Presentations

Behavior analysts are often expected to train support staff as one of their job duties. Traditional staff training is usually didactic in nature and generally has not proven particularly effective. The use of Behavioral Skills Training (BST) has proven to be an evidence-based practice that focuses on developing a specific skill set. Working in groups, students will use BST to train their classmates on some aspect of a skill to be taught- one training will focus on working with a supervisee and another will focus on training parents. BST presentations will be 20-25 minutes in length. Students will select one of the following approaches from each category:

Supervisee:	Parents:
Preference assessment	Social skills
DTT	Delivering reinforcement and error correction procedures
Mand training	Mand training
Data collection	Data collection
Stimulus and response prompting & fading	Token economies
Other: TBA	Other: TBA

OBJ. 2, 4, 5, & 6

6. Group Participation Peer Evaluations

Even the most skilled supervisor benefits from feedback. In fact, Compliance Code 5.07 states that supervisors obtain ongoing evaluation feedback from their supervisees to evaluate the effects of their supervision. To promote the development of effectively providing and receiving feedback, students will be required to evaluate their own performance and the performance of their group members during the *BST Presentations*. The first peer evaluation will be completed during the development of the *supervisee-focused BST role play*. The second evaluation form will be completed later in the semester for the *parent-focused BST role play*. Students will identify skills and behaviors each group member could demonstrate to improve their performance in the group. Students will also use the form to self-evaluate their own performance and reflect on the feedback provided by their peers. Further details regarding the expectations of this assignment will be shared in class. A performance feedback form will also be provided.

OBJ. 2 & 3

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. Students in the ESE Department are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of their courses and program. Students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers, and administrators at the host schools and organizations.

TEACHING METHODS

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to working with individuals with exceptionalities, including those from various cultural, religious, ethnic, socioeconomic and language backgrounds.

ASSESSMENT PROCEDURES

Assignment	Points	% of Course Grade
Development of Curriculum Vitae	10	10%
Leadership Report	10	10%
Chapter Presentations	15	15%
Supervision Practices Presentation	25	25%
Behavior Skills Training Presentations (2 @ 15 pts.)	30	30%
Group Participation Peer Evaluations (2 @ 5 pts.)	10	10%
TOTAL	100	100%

GRADING (ESE GRADING SCALE)

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy: Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility

to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. **If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.**
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced. **Late assignments will not be accepted.**
5. Religious accommodation will be made for students who request them. **You must request accommodations before you are absent from class.**
6. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
7. Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
8. ***Computers/laptops are allowed for note taking purpose only.***

Etiquette Policy

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, are to be disabled in class sessions." ***Please be respectful of your instructor and classmates by adhering to this policy.***

Disability Policy Statement: 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.

Honor Code: 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. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Counseling and Psychological Services (CAPS) 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 www.fau.edu/counseling

BIBLIOGRAPHY

(A partial list of resources used in the development of this course.)

Behavior Analysis in Practice (2016, December) *Special Section: Supervision Practices*, 9(4), 271-338.

Behavior Analyst Certification Board™ Fifth Edition Task List- www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf

Daniels, A. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd ed)*. New York, NY: McGraw Hill Education

Reid, D. H., Parson, M. B., & Green, C. W. (2012). *The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff*. Morganton, NC: Habilitative Management Consultants

Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2012). *Behavior analysis for lasting change (2nd ed.)*. Sloan Publishing, Cornwall-on-Hudson, NY.

APPENDIX
GUIDELINES USED IN THE DEVELOPMENT OF EEX 6626

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

BACB BEHAVIOR ANALYST TASK LIST-FIFTH EDITION

SECTION 1: FOUNDATIONS	
#	A. PHILOSOPHICAL UNDERPINNINGS
A-5	Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).
SECTION 2: APPLICATIONS	
#	I. PERSONNEL SUPERVISION AND MANAGEMENT
I-1	State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance)
I-2	Establish clear performance expectations for the supervisor and supervisee.
I-3	Select supervision goals based on an assessment of the supervisee's skills.
I-4	Train personnel to competently perform assessment and intervention procedures.
I-5	Use performance monitoring, feedback, and reinforcement systems.
I-6	Use a functional assessment approach (e.g., performance diagnostics) to identify carryable affecting personnel performance.
I-7	Use function-based strategies to improve personnel performance.
I-8	Evaluate the effects of supervision (e.g., on client outcomes, on supervisee, repertoires).

***COUNCIL FOR EXCEPTIONAL CHILDREN SPECIAL EDUCATION PROFESSIONAL
PREPARATION STANDARDS***

- SEA.5.K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptionalities and their families
- SEA.5.S5 Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families
- SEA.6.K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families
- SEA.6.S1 Communicate and demonstrate a high standard of ethical administrative practices when working with staff serving individuals with exceptionalities and their families
- SEA.6.S2 Develop and implement professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with exceptionalities and their families
- SEA.6.K4 Effect of diversity on educational programming expectations for individuals with exceptionalities
- SEA.7.S1 Utilize collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation
- SEA.7.S6 Engage in leadership practices that support shared decision making
- SEA.7.S7 Demonstrate the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptionalities

TENTATIVE COURSE SCHEDULE
(Based on a 12-week Summer Schedule)
Dates, assignments, and topics are subject to change

<i>SESSION</i>	<i>DATE</i>	<i>TOPIC(S)</i> <i>READINGS DUE FOR CLASS</i>	<i>ASSIGNMENTS</i> <i>DUE BEFORE NEXT</i> <i>CLASS</i>
<i>*Prior to Session 1: Complete Course Orientation Module in Canvas*</i>			
<i>1</i>		<i>Introduction to Supervision & Management</i> <i>Ch. 1 & 2 (Reid, Parsons, & Green)</i> <i>Overview of CV and Leadership Report</i>	<i>Finish Ch. 1 & 2</i> <i>Read Ch. 3 & 4</i> <i>Select chapters for presentations (Daniels)</i> <i>Begin CV Development</i>
<i>2</i>		<i>Critical Skills: Specifying Work Responsibilities and Training Work Skills</i> <i>BST Overview</i> <i>Ch. 3 & 4</i> <i>BST Article</i>	<i>Read Ch. 5 & 6</i>
<i>3</i>		<i>Critical Skills: Monitoring and Supporting Proficient Work Performance</i> <i>Ch. 5 & 6</i> <i>Student Presentations Ch. 1 – 3 (Daniels)</i>	<i>Read Ch. 7 & 8</i>
<i>4</i>		<i>Critical Skills: Supporting Proficient Work Performance and Correcting Non-Proficient Performance</i> <i>Ch. 7 & 8</i> <i>Student Presentations Ch. 4 – 6</i>	<i>Read Ch. 9</i>
<i>5</i>		<i>Critical Skills: Promoting Staff Enjoyment</i> <i>Ch. 9</i> <i>Student BST Presentations: Supervisee Peer Evaluations</i>	<i>Read Ch. 10 & 11</i>
<i>6</i>		<i>Critical Skills: Resolving Performance Problems</i> <i>Ch. 10 – 11</i>	<i>Read Ch. 12 & 13</i> <i>Submit CV</i>

7		<i>Critical Skills: Resolving Performance Problems Ch. 12 – 13</i>	<i>Read Ch. 1 – 9 (Daniels)</i>
8		<i>Student Presentations Ch. 1 – 9</i>	<i>Read Ch.10 – 19 (Daniels)</i>
9		<i>Student Presentations Ch. 10 – 19</i>	<i>Read Ch.20 – 24 (Daniels)</i> <i>Submit Leadership Report</i>
10		<i>Student Presentations Ch. 20 – 24</i>	
11		<i>Student BST Presentations: Parents Peer Evaluations</i>	
12		<i>BAP Articles Presentations</i>	

Course Support Memos from Departments



Thu 6/11/2020 5:31 PM

Michael Brady

New Graduate Course for your Review

to: Paul Peluso; Robert Shockley; Hanizah Zainuddin; Dale Williams

cc: Elisa Cruz Torres

You forwarded this message on 6/18/2020 12:19 PM.

EEX 6626 Syllabus - Fall 2020.docx
12 KB

Chairs – The ESE Department is proposing a new grad course for our applied behavior analysis majors. Although each of our departments have some type of leadership focus and coursework, I don't think you'll see redundancy or overlap from this course in your courses or curriculum. Will you review and send me a memo if you agree that our course does not conflict with your coursework or curriculum?

Thanks!
MB

Michael P. Brady, PhD
Professor and Chair
Department of Exceptional Student Education
Florida Atlantic University
561-297-3281
mbrady@fau.edu



Fri 6/12/2020 2:35 PM

Dale Williams

RE: New Graduate Course for your Review

to: Paul Peluso; Michael Brady

cc: Robert Shockley; Hanizah Zainuddin; Elisa Cruz Torres

You replied to this message on 6/12/2020 2:48 PM.

Not with CSD either.
Dale

From: Paul Peluso <ppeluso@fau.edu>
Sent: Friday, June 12, 2020 7:21 AM
To: Michael Brady <mbrady@fau.edu>
Cc: Robert Shockley <SHOCKLEY@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Elisa Cruz Torres <ecruz4@fau.edu>
Subject: Re: New Graduate Course for your Review

I see no conflict with either CE it T&L.

Paul

Sent from my iPhone



Mon 6/15/2020 12:33 AM

Hanizah Zainuddin

Re: New Graduate Course for your Review

To: Michael Brady

Cc: Paul Peluso; Robert Shockley; Elisa Cruz Torres; Dale Williams

You replied to this message on 6/15/2020 11:42 AM.

Hi Mike:

No conflict with CCEI.

Take care.

Hani

Hanizah Zainuddin, Ph.D

Interim Chair and Associate Professor

Dept. of Curriculum, Culture, & Educational Inquiry

ED 347, College Of Education

Boca Raton, FL 33431

Tel: 561-297-3965

Fax: 561-297-2925



Thu 6/18/2020 3:21 PM

Robert Shockley

RE: New Graduate Course for your Review

To: Michael Brady

You replied to this message on 6/18/2020 6:45 PM.

Mike,

No conflict with ELRM. Bob

From: Michael Brady

Sent: Thursday, June 18, 2020 12:19 PM

To: Robert Shockley <SHOCKLEY@fau.edu>

Cc: Elisa Cruz Torres <ecruz4@fau.edu>

Subject: FW: New Graduate Course for your Review

Bob – Have you had a chance to review our new grad course?

Michael P. Brady, PhD

Professor and Chair