FLORIDA ATLANTIC UNIVERSITY™

NOV 2 0 2009

Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT NAME: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EDG 6285	CURRENT COURSE TITLE: PROGRAM EVALUATION IN CURRICULUM AND INSTRUCTION

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

CHANGE CREDITS FROM   TO:

CHANGE GRADING FROM   TO:

X CHANGE PREREQUISITES TO: NONE

CHANGE MINIMUM GRADE TO:

CHANGE COREQUISITES TO:

CHANGE OTHER REGISTRATION CONTROLS TO:

OTHER

SHOW "X" IN FRONT OF OPTION

CHANGE PREFIX FROM   TO:

CHANGE COURSE NO. FROM   TO.

CHANGE TITLE TO:

CHANGE DESCRIPTION TO:

CHANGES TO BE EFFECTIVE (TERM):
SPRING 2010 PENDING GPC APPROVAL

Attach syllabus for ANY changes to current course information.

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each.
No	Exceptional Student Education; Educational Leadership; Counselor Education

TERMINATE COURSE, EFFECTIVE *(GIVE LAST TERM COURSE IS TO BE ACTIVE):*

Faculty Contact, Email, Complete Phone Number:
Gail Burnaford, burnafor@fau.edu, 297-2305
H. James McLaughlin, jmclau17@fau.edu, 297-3965

SIGNATURES

Approved by:	Date:
Department Chair: H. James McLaughlin	11/20/09
College Curriculum Chair: Linda J Webb	12/02/09
College Dean:	12/2/09
UGPC Chair:	
Dean of the Graduate College:	

SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines

Go to: http://graduate.fau.edu/gpc/
to access Guidelines and to download this form.

Written Consent—required from all departments affected

Department of Curriculum, Culture, and Educational Inquiry

College of Education

Florida Atlantic University

EDG 6285

Course Title: Program Evaluation in Curriculum and Instruction (3 s.h.)

Prerequisite: None

Course Description: This course is designed to enable 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 will examine national and state trends in program evaluation.

Course Connection to Conceptual Framework: As reflective decision-makers, students will make informed decisions, exhibit ethical behavior, and provide evidence of being capable master teachers and/or curriculum developers by documenting knowledge and demonstrating skills and dispositions that demonstrate effective decision making skills related to evaluating school curricular programs.

Texts (required)
Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation.
    Alternative approaches and practical* guidelines (3rd ed.). Boston: Pearson/Allyn & Bacon.

Sanders, J. R., & Sullins, C. D. (2006). *Evaluating school programs: An educator's guide*
    (3rd ed.). Thousand Oaks, CA: Corwin Press.
        Or
Festen, M., & Philbin, M. (2007). *Level best: How small and grassroots nonprofits can
    tackle evaluation and talk results.* San Francisco: Jossey-Bass.

WestEd with Edvance Research, Inc. for US Department of Education Office of
    Innovation and Improvement. (2009). *Evaluating online learning: Challenges and
    strategies for success.* http://www.edpubs.ed.gov

Other readings, as assigned by instructor.

Course Objectives:
Student will:

1. Develop working definitions that compare, contrast and relate program evaluation, student evaluation and teacher evaluation in curriculum and instruction. (EAP 2,4,8)

2. Consider differences between purposes for assessment and evaluation as they relate to student learning and the broader context of program outcomes. (EAP 2,4,8)

3. Demonstrate a working knowledge of the vocabulary associated with effective program evaluation in school contexts. (EAP 2,4,8)

4. Identify historical, theoretical, and practical principles (big ideas) that create a basic structure for the development of guidelines for building evaluation models. (EAP 3-4, 7,11)

5. Survey current educational literature and research that articulates models of program evaluation, especially in the area of curriculum reform, at the national, state, and local levels. (EAP 1-5, 7-9, 12)

6. Demonstrate the capacity to plan, implement and assess an original program evaluation that directly relates to teaching and learning. (EAP 1, 9, 10)

7. Analyze the use and design of educational technology and its impact on the process of curriculum program evaluation. (EAP 2,4,8,10, 12)

8. Conduct a needs assessment in a practical school or instructional site in order to understand origins and goal setting for program improvement. (EAP 1, 9, 10)

Schedule of Class Meetings and Assignments

NOTE: READING and WEBSITE RESPONSES/AND DISCUSSION DUE ON BLACKBOARD BEFORE EACH CLASS SESSION. Prompts will be posted by the instructor. Participants will be in Discussion Groups to facilitate real conversation online.

Week 1:
Introduction and overview of course requirements
Vocabulary of Program Evaluation

Readings: ALL READ: Chapter 1, Fitzpatrick, Sanders, and Worthen text (read before class) Introduction and Chapter 1

Week 2:
Needs Assessment   a sub-category of program evaluation
Why is program evaluation important for teachers, school leaders, and researchers?

Readings: Sanders & Sullins – Introduction and Chapter 1
OR Festen and Philbin - Introduction and Chapters 1,2

Week 3:
What's the difference between research and evaluation?
What's the difference between assessment and evaluation?

Beginning to Design a Program Evaluation: Formulating Evaluation
Questions (Note that you need your question(s) approved by Instructor)

DRAFT DUE: School, Department, College or Organizational Profile and Needs
Assessment (Final Profile and Needs Assessment due Week 4)

Week 4:

Evaluation at the District Level
Kinds of Designs, including:

One-Shot, Pre/Post Test, Time Series, Case Study, Quasi-Empirical,
Collaborative

Readings: Fitzpatrick, Chapters 4, 12, 13

Week 5:

Who are the Stakeholders and why are they important?
What types of data address your Evaluation Questions?

Readings: Sanders + Sullin - Chapters 2,3
        OR Festen   Chapters 3, 4

Week 6:

Types/Models of Program Evaluations - JIGSAW – EACH DISCUSSION GROUP WILL
READ AND PREPARE TO 'TEACH' A DIFFERENT MODEL

Management oriented – ch.5   - DISCUSSION GROUP A
Consumer oriented – ch.6 – DISCUSSION GROUP B
Expert oriented – ch.7 – DISCUSSION GROUP C
Participant oriented –ch.8 DISCUSSION GROUP D

*Culturally Responsive Evaluation ARTICLE is posted in COURSE DOCUMENTS, not in
the text– DISCUSSION GROUP E*

Your Evaluation Design Questions MUST be approved by Instructor
DUE: School, Department, College or Organizational Profile and Needs Assessment

 (See Blackboard Discussion Group to make TWO responses prior to each class as per Graded
Assignments on this syllabus.)

District Level Program Evaluation Procedures: Video presentation by
Dr. Dean Stecker, Palm Beach County Department of Research, Evaluation, and Accountability

Week 7:

Data Collection Tools
Online Learning Evaluation FAU, College of Education and Program
Evaluation/Accreditation

Readings: WestEd with Edvance Research, Inc. for US Department of Education Office of
Innovation and Improvement. (2009). *Evaluating online learning: Challenges and
strategies for success.* http://www.edpubs.ed.gov .

Week 8:

Data Displays in Program Evaluation
Sample Program Evaluation Articles (We will work with those posted in
Course Documents on Blackboard)
Ethics of Evaluation : Guiding Principles for Evaluators

Readings: Guiding Principles for Evaluators (IN COURSE DOCUMENTS)

Week 9: Data Collection
Surveys
Samples: FAU Student Satisfaction Survey
www.ica.fau.edu/surveys/stusat/

Interviews/Focus Groups
Samples: Classroom Teacher Focus Group
Principal Interview
Criteria Checklists
Samples: Lesson Plan Criteria
Standardized Data
Demographic Data
Trends Data

(See Blackboard Discussion Group to make TWO responses prior to each class as per Graded
Assignments on this syllabus.)

VOCABULARY QUIZ - In class - see Terms List in COURSE DOCUMENTS section of
Blackboard

Week 10:

Data Analysis and Interpretation
Reporting and Using Evaluation

DUE: Original Program Evaluation Design, Instruments, and Planned Procedures for
Implementation (See Criteria Checklist)

Week 11:

Audiences for Evaluation
Evaluating Evaluations

Readings: Chapter 15, 16, 18- Fitzpatrick

Week 12:

State of Florida, Standards-Based Education, and Program Evaluation
Diplomas Count
Quality Counts

Readings: Chapters 4, 5, 6 – Sanders & Sullins OR Festen & Philbin, Chapter 5, 6

Diplomas Count Florida 2008   Course Document on Blackboard
Diplomas Count Executive Summary 2008 – "   "   "
Quality Counts Florida 2008 – Course Document on Blackboard
Congressional Map 2008 – Course Document on Blackboard

(See Blackboard Discussion Group to make TWO responses prior to each class as per
Graded Assignments on this syllabus.)

Week 13: Graduation Rates and Implications for Program Evaluation Design
Graduation in the U.S.
High School Graduation Map
Graduation Policies 2008 (Blackboard Course documents)

Week14: Web site reviews

http://dww.ed.gov/
http://www.nces.ed.gov/nationsreportcard/about/
http://www.nces.ed.gov/
http://www.cts.org
http://www.cse.ucla.edu

DUE: Power Point Description and Analysis of a National or International Evaluation
Project: Presentations in Small Groups

Week 15: International Program Evaluation

(See Blackboard Discussion Group to make TWO responses prior to each class as per Graded
Assignments on this syllabus.)

Course Evaluations

Graded Assignments:

1. School or Organizational Profile and Needs Assessment (20 pts.) Course Objective 8

2. Vocabulary Quiz (30 points) Course Objectives 1, 2, 3

3. Power Point Analysis of Evaluations of a National or International Program(40 pts.) Course
Objectives 5, 7

4. Orig. Program Eval. Design, Instruments, Procedure (60 pts.)
Course Objectives 4, 6

5. Reading/Website Response Discussions on Blackboard

Course Objectives 1, 2, 3, 4 (50 pts.)

You will be placed in Discussion Groups on Blackboard for your Responses. Prompted by instructor prior to each session, you are required to make an entry AT LEAST TWICE: 1) your response to the prompt, <u>including text references and your own ideas and a question for discussion with your group 2</u>). A response at a later time to a colleague's or your instructor's comment or question, helping the discussion to flow and ideas to be exchanged. That means that you must interact AT LEAST twice between each class session.

Readings and web site responses
Graduate courses depend on the preparation that students do for discussion, critique, and analysis. Learning what your colleagues think and how they are processing the ideas can help you think about your own work. The more each of you contributes, the more you will find it useful. Please be prepared to discuss with the instructor and your peers – both on the Blackboard site between each session and in class. You are not dependent on the instructor to guide what should be a conversation among professionals, although the instructor will read each and every Blackboard discussion assigned for this course and respond to many of them.

TOTAL: 200 points

Grading Scale:
Scores are cumulative and the grade scale represents percentage of total points earned.
186-200 = A
180-185 = A-
175-179 = B+
166-174 – B
160-165 = B-
155-159 = C+
146-154 = C
140-145 = C -
120-139 = D
119　　 = F

References

Boulmetis, J., & Dutwin, P. (2000). *The ABCs of evaluation.* San Francisco: Jossey-Bass.

Crawford, D. C. (1995). *Suggestions to assess nonformal education programs.* http://www.ag.ohio-state.ed/~brick/nfeeval.htm

Crawford, D. C. (2006). *Program evaluation as a site-based management tool.* http://cfaes.osu.edu/~brick/sitebase.htm

Davidson, E. (2005). *Evaluation methodology basics.* Thousand Oaks, CA: Sage Publications.

Education Week. (2006). Diplomas count: An essential guide to graduation policy and rates. *Education Week, 25*(41S).

Fetterman, D. M., & Wandersman, A. (Eds.) (2005). *Empowerment evaluation principles in practice.* New York: Guilford Press.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3rd ed.). Boston: Pearson/Allyn & Bacon.

Griffee, D. T. (2004). Research in practice: Understanding significance testing in program evaluation. *Journal of Developmental Education, 27*(3), 28-34.

Kellogg Foundation (2000). *Logic model development guide: Using logic models to bring together planning, evaluation, and action.* Battle Creek, MI: W.K. Kellogg Foundation.

Loveless, T. (2001). *How well are American students learning?* Washington, DC: The Brookings Institution.

New, W. J., Rhines, C., Walter, F., & Klekotka, P. (2005). *A toolkit for designing and implementing effective Title I schoolwide programs* Naperville, IL: Learning Point Associates, ED-01-CO-0011.

O'Sullivan, R. G. (2004). *Practicing evaluation: A collaborative approach.* Thousand Oaks, CA: Sage Publications.

Randolph, J. J., & Eronen, P. J. (2005). *Program and evaluation planning lite: Planning in the real world.* ISLH-2002-04159/Ha-7.

Sanders, J. R., & Sullins, C. D. (2006). *Evaluating school programs: An educator's guide* (3rd ed). Thousand Oaks, CA: Corwin Press.

Slayton, J., & Llosa, L. (2005). The use of qualitative methods in large-scale evaluation: Improving the quality of the evaluation and the meaningfulness of the findings. *Teachers College Record, 107*(12), 2543-2565.

Stake, R. E. (1980). Program evaluation, particularly responsive evaluation. In W. B. Dockrell & D Hamilton (Eds.), *Rethinking educational research.* London: Hodeder & Stoughton.

Stake, R. E. (2000). Case studies. In N. K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Stevahn, L, King, J. A., Ghere, G., & Minnema, J. (2005). Establishing essential competencies for program evaluators. *American Journal of Evaluation, 26*(1), 43-59.

Stufflebeam, D. L. (2001). Evaluation checklists: Practical tools for guiding and judging evaluations. *American Journal of Evaluation, 22,* 71-79.

Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Expectations

Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

It is your responsibility to read and study all texts, class notes, Internet resources, journal articles, and handouts, and to complete all assignments in a meticulous and professional manner. A student should spend 3 hours studying for each hour s/he is in class. (3 hours in class = 9 hours out of class preparation). This is especially crucial for doctoral students.

Dropping the Course It is the students' responsibility to complete all forms. Forms may be obtained in the office of the Registrar located in the Admissions Building. If this is not done, I must assign a grade of F at the end of the semester.

Bringing Children to Class Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

Communication Devices In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular phones must be disabled in class session.

Attendance is expected in all classes, not only because of what you will learn during class, but also because of what you will contribute. According to university policy, a student will receive an F in the course if 4 or more classes (12 clock hours or 1.5 fast track sessions) are missed. Class is only to be missed in the case of illness or emergency; in these cases, please see me for makeup work that will benefit you and the class. Consequences affecting your grade for absences of less than 4 classes (equivalent of 1.5 fast track sessions) will be at the discretion of the instructor.

You 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 your 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 your final course grade as a direct result of such absence.

Punctuality Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Assignments are due at the beginning of class on the due date. Plan ahead. Doctoral work should reflect the highest degree of care, scholarship, and accuracy. An assignment not received during class may be considered late and will result in a grade being lowered one letter grade; please see me if there are extenuating circumstances. Assignments may be turned in electronically or in word processed form. No handwritten assignments please.

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.

Honor Code

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. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Florida Atlantic University Regulation 4.001 Honor Code, Academic Irregularities, and Student's Academic Grievances states:
(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:
  (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
  (b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism
  (c) Other activities which interfere with the educational mission within the classroom."

APA defines plagiarism as:

"Plagiarism (Principle 6.22) Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text."

EDG 6285:

Course Title: Program Evaluation in Curriculum and Instruction (3 s.h.)

Course Description: This course is designed to enable 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 will examine national and state trends in program evaluation.

We want to remove the prerequisite of EDG 6224, because it is not a necessary precursor to the course.

EDG 7251:

Course Title: Curriculum Implementation for School Improvement (3 s.h.)

Course Description: The focus is to offer internship/field experiences that correspond with each candidate's educational interests. This partnership provides opportunities to design solutions and implementation procedures to current school-based problems.

We want to remove the prerequisites of EDG 7938 and EDG 7250, which are required doctoral courses, because this course is an elective open to all students in any doctoral program. Instead, the requirements should read: *"Doctoral status or permission of instructor."*

EDG 6935:

Course Title: Seminar in Curriculum (3 s.h.)

Course Description: A study of curriculum principles, structure, and theories.

We want to remove the prerequisites of ESE 6215 and EDE 6205. This is a seminar course that may have shifting topics for consideration, and therefore no precursors are needed for the course. *Because it is a seminar course (with a "9" as the second number), we do not need to include a syllabus with this change of prerequisites.*

EDG 7944:

Course Title: Research in Curriculum and Instruction (3 s.h.)

Course Description: 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.

The course currently has no prerequisites. We want to add prerequisites of EDG 7938, EDF 7758, EDF 7917, and EDG 7250. This course is intended to be taken during the last semester of course work prior to the Qualifying Examination in the doctoral program in Curriculum and Instruction. The core courses named above are necessary for students to be successful in the course. *Because it is a*

seminar course (with a "9" as the second number), we do not need to include a syllabus with this change of prerequisites.

Subject: RE: Changing prerequisites for courses
Date: Thursday, October 29, 2009 11:59
From: Robert Shockley <shockley@fau.edu>
To: Jim McLaughlin <jmclau17@fau.edu>

Jim,

No problems from EDL on these changes. RS

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Thursday, October 29, 2009 10:50 AM
To: Mike Brady; Sue Graves; ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu
 Cc: Valerie Bristor; Linda L Webb
Subject: Changing prerequisites for courses

Colleagues:

I am attaching:
    A summary of the prerequisite changes we want to make in 4 graduate courses (listed last in the attachments);
    The course change forms for each;
    Syllabi for 2 of them (EDG 6285 and EDG 7251).

Mary Lou informed me that EDG 6935 and EDG 7938, because they are seminar courses (with a "9" as the second number), do not require a syllabus to be attached. That is because they may have shifting topics, in line with seminars across the university.

The changes are, in a nutshell:

    3 Courses need to have the prerequisites removed. One of them is a doctoral course and therefore needs to note a prerequisite of admission to a doctoral program (any), and permission of instructor.

    1 Course needs to add 4 prerequisites because it is a culminating doctoral course.

Please review the course change forms and the two syllabi and let me know if there are any conflicts with your courses. Take care.

Subject: RE: Changing prerequisites for courses
Date: Friday, October 30, 2009 14:16
From: Irene H. Johnson Ph.D. <ijohnso9@fau.edu>
To: Jim McLaughlin <jmclau17@fau edu>

Hello Jim:

After reviewing the changes and course syllabi requested in your message, I do not think they will conflict with the courses or program requirements in the Counselor Education Department.

Irene H. Johnson

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Thursday, October 29, 2009 10:50 AM
To: Mike Brady; Sue Graves; ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu
Cc: Valerie Bristor; Linda L Webb
Subject: Changing prerequisites for courses

Colleagues:

I am attaching:
   A summary of the prerequisite changes we want to make in 4 graduate courses (listed last in the attachments);
   The course change forms for each;
   Syllabi for 2 of them (EDG 6285 and EDG 7251).

Mary Lou informed me that EDG 6935 and EDG 7938, because they are seminar courses (with a "9" as the second number), do not require a syllabus to be attached. That is because they may have shifting topics, in line with seminars across the university.

The changes are, in a nutshell:

   3 Courses need to have the prerequisites removed. One of them is a doctoral course and therefore needs to note a prerequisite of admission to a doctoral program (any), and permission of instructor.

Subject: RE: Changing prerequisites for courses
Date: Monday, November 9, 2009 13:20
From: Mike Brady <mbrady@fau.edu>
To: Jim McLaughlin <jmclau17@fau.edu>

I reviewed the course prerequisite changes and syllabi for the graduate C&I courses. I do not see any conflict with the courses or curriculum in the ESE Department. Good luck with your revisions.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu   .

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Monday, November 09, 2009 12:51 PM
To: Mike Brady; Sue Graves; Barbara Ridener; Deena Wener
Subject: FW: Changing prerequisites for courses

Colleagues:

I hope you can find time to reply to this request, regarding course prerequisites, so that it can be considered at the GPC meeting. A reply by tomorrow afternoon would help that to happen. Thanks, and take care.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education Building
Florida Atlantic University
Boca Raton, FL 33431