

JAN 28 2010

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 ONLINE \_\_\_\_\_  
 Misc \_\_\_\_\_

DEPARTMENT NAME: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY	COLLEGE OF: EDUCATION
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RECOMMENDED COURSE IDENTIFICATION: PREFIX <u>EEC</u> COURSE NUMBER <u>6666</u> LAB CODE (L or C) <u>L</u> <i>(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)</i> COMPLETE COURSE TITLE PRINCIPLES AND MODELS OF EARLY CHILDHOOD CURRICULUM	<b>EFFECTIVE DATE</b> (first term course will be offered) <div style="border: 1px solid black; padding: 5px; text-align: center;">Fall 2010</div>
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CREDITS: 3	TEXTBOOK INFORMATION: MORRISON, G. (2008). FOUNDATIONS OF EARLY CHILDHOOD EDUCATION. UPPER SADDLE RIVER, NJ: PEARSON/MERRILL PRENTICE HALL.  ROOPNARINE, J., & JOHNSON, J. (2005). APPROACHES TO EARLY CHILDHOOD EDUCATION. UPPER SADDLE RIVER, NJ: PEARSON.
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GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

COURSE DESCRIPTION, NO MORE THAN 3 LINES:  
 THIS COURSE WILL PROVIDE A CONCEPTUAL FRAMEWORK FOR THE ANALYSIS AND PRACTICAL IMPLEMENTATION OF EARLY CHILDHOOD CURRICULUM MODELS. 10 HOURS OF FIELD EXPERIENCE REQUIRED.

PREREQUISITES W/MINIMUM GRADE: * NONE	COREQUISITES:	OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):
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PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.  
 \*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL DEGREE IN A FIELD RELATED TO EARLY CHILDHOOD EDUCATION

All COE departments have reviewed and indicated no conflicts with this course. Please see the attached written consent.

Yash Bhagwanji, [ybhagwan@fau.edu](mailto:ybhagwan@fau.edu), 7-3579  
 Faculty Contact, Email, Complete Phone Number

<b>SIGNATURES</b> Approved by: Department Chair: <u>James McLaughlin</u> College Curriculum Chair: <u>L. Webster</u> College Dean: <u>Valliejo Ruston</u> UGPC Chair: _____ Dean of the Graduate College: _____	<b>DATE</b> Date: <u>2/3/10</u> <u>2/3/10</u> <u>2/3/10</u> _____ _____	<b>SUPPORTING MATERIALS</b> Syllabus—must include all details as shown in the UGPC Guidelines. Written Consent—required from all departments affected. Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to download this form and guidelines to fill out the form.
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Department of Curriculum, Culture, and Educational  
Inquiry (CCEI)  
Florida Atlantic University  
Semester and Year

Instructor  
Contact Information  
Classroom Location and Meeting Times

**COURSE NUMBER & TITLE:**

EEC 6666 Principles and Models of Early Childhood Curriculum

**CATALOG DESCRIPTION:**

This course will provide a conceptual framework for the analysis and practical implementation of early childhood curriculum models. 10 hours of field experience required. 3 semester hours.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

Students in this course will become **informed** about internal and external elements that contribute to the development of quality early childhood curriculum. By completing field experiences, reflective response papers, and essay exams, students will demonstrate **reflective decision-making** by appropriately applying curriculum theories and learning and standards. Additionally, students will reflect on their prior understanding of early childhood curricula and will be able to effectively design a curriculum model.

**REQUIRED READINGS:**

Morrison, G. (2008). *Fundamentals of early childhood education*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Roopnarine, J., & Johnson, J. (2005). *Approaches to early childhood education*. Upper Saddle River, NJ: Pearson.

CEC mission, beliefs, and code of ethics:

<http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/CECsMissionandVision/default.htm>

NAEYC preamble, core values, ethical responsibilities to children, families, colleagues, community, and society:

<http://www.naeyc.org/about/positions/PSETH05.asp>

Other readings as required.

## **RECOMMENDED READINGS:**

Bredekamp, S., & Copple, C. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

Sandall, S., Hemmeter, M., Smith, M. & McLean, B. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris.

## **AUDIO/VISUAL TECHNOLOGY:**

Internet      PowerPoint      Videos      FAU Blackboard

## **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

NCATE Recommendations for Technology in Teacher Education = (NACATE-tech)  
National Association for the Education of Young Children (NAEYC)  
State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)  
Specialization Competencies (PK/P)  
Florida Educator Accomplished Practices - Preprofessional = (EAP)  
Educator Accomplished Practices for FAU (EAP-FAU)  
FAU Conceptual Framework (C-F)  
Florida Sunshine State Standards, Curriculum Frameworks  
Council for Exceptional Children, Division of Early Childhood (CEC/DEC)

## **COURSE OBJECTIVES:**

Students will:

1. Demonstrate an understanding of the internal elements that impact on early childhood curriculum, including an analysis of the population, structural features of the school, and the geographical location. (CEC/DEC: 5.6; EAP-FAU: 4.2, 5.2; NAEYC: 5.2)
2. Demonstrate an understanding of the external local, state, and national elements that impact on the development of early childhood curriculum. (CEC/DEC: 5.2- 5.4, 5.6; EAP-FAU: 4.2; NAEYC: 5.2; PK/P 2.1, 2.3)
3. Identify the similarities and differences of early childhood curriculum models. (CEC/DEC: 1.1, 2.1; EAP-FAU: 4.2, 7.2; NAEYC: 5.3)
4. Demonstrate the ability to critically analyze the strengths and weaknesses of each curriculum model.(CEC/DEC: 4.2; EAP-FAU: 1.2, 4.2, 7.2; NAEYC: 4.2, 5.5; PK/P 1.1, 1.2, 1.3, 1.13, 2.2)

5. Identify prior assumptions and dispositions regarding early childhood curriculum. (CEC/DEC: 5.7; EAP-FAU: 3.2, 6.1; NAEYC: 5.1)
6. Demonstrate new learning by creating a broader, more informed curriculum model. (CEC/DEC: 2.1, 4.2; EAP-FAU: 3.1, 4.2, 7.2; NAEYC: 5.5)
7. Demonstrate the ability to apply the NAEYC and CEC codes of Ethics in daily practice in different early childhood curriculum models. (CEC/DEC: 5.5, EAP-FAU: 4.2, 6.1, 6.2, 7.2; NAEYC: 5.4; PK/P 3.1, 3.2, 3.4, 9.6)

**CONTENT OUTLINE:**

<b>Week(s)</b>	<b>Topic(s)</b>	<b>Readings &amp; Assignments Due</b>
1	<b>Introduction</b> <b>Internal Curriculum Elements:</b> Population of Children Structural Features of Schools Location/Community <b>Response Paper: Reflections on Early Childhood (autobiographical)</b>	See Appendix A
2	<b>External Curriculum Elements:</b> National, state, and local regulations, Mandates, and funding <b>Historical Perspectives</b>	Morrison Chapters 2, 3, &13
3	<b>NAEYC's Developmentally Appropriate Practice</b>  <b>Overview of Preschool, Kindergarten, and Early Elementary Grades</b>  <b>Response Paper: Reflections On Early Elementary Education (autobiographical)</b>	NAEYC/DAP (on B.b.)  Morrison Chapters 5,8,9,&10

4	<b>National Models:</b> Head Start/Earl Head Start Bilingual Head Start Early Intervention/ECSE <b>Trends: Sponsorship by Faith-Based, Corporate, and Not-for-Profit Organizations</b> <b>Pre-K and Full-Day Kindergartens</b>	Roopnarine & Johnson Chapters 3, 8
5	<b>High/Scope Model</b> <b>Vygotsky and Curriculum</b> <b>Creative Curriculum</b>	Roopnarine & Johnson Chapters 9, 10
6	<b>Developmental Interaction/</b> <b>Bank Street Approach</b>  <b>Mid-term – in class</b>	Roopnarine & Johnson Chapter 12
7	<b>Project Approach</b> <b>Reggio Emilia</b>  <b>Response Paper:</b> <b>Reflections on Personal Curriculum</b> <b>Philosophy</b>	Roopnarine & Johnson Chapters 13,14
8	<b>Montessori Education</b>  <b>Waldorf Approach</b>	Roopnarine & Johnson Chapters 15,16
9	<b>Anti-bias Multicultural Education</b> <b>Bilingualism/Biculturalism</b> <b>Alerta Curriculum</b> <b>English Language Learners (needs assessment, home and school language plans, instructional strategies, parental aspirational goals)</b>  <b>Response Paper: Reflections on Diversity</b>	Roopnarine & Johnson Chapter 6  Morrison Chapter 11
10	<b>Carolina Curriculum</b>  <b>CEC Inclusive Practices</b>	<b>Reading to be assigned</b>  Roopnarine & Johnson Chapters 4,5 Morrison Chapter 11 (review)



11	Curriculum standards: Preschool, K-1, Grades 2-3 (Florida DOE) Professional Codes of Ethics: NAEYC and CEC Case Studies, Dilemmas, and Discussion  Response Paper: Standards and Ethics in Early Childhood Education	Florida Standards Website – <a href="http://etc.usf.edu/flstandards/sss/index.html">http://etc.usf.edu/flstandards/sss/index.html</a>  See required reading list
12	Final Exam Presentations, critique, analysis, discussion	
13	Final Exam Presentations, critique, analysis, discussion	
14	Final Exam Presentations, critique, analysis, discussion	
15	Current Issues in Florida: Economic Cultural Regulatory School Readiness and others  New Directions in Early Childhood Curriculum	Students bring in relevant newspaper articles

**COURSE REQUIREMENTS:**

1. Mid-term

The mid-term exam will consist of three essays written in class and will address all prior class sessions and assigned readings. Students will be expected to demonstrate an understanding of the course content and to think critically and analyze significant curricular issues.

(50 points, or 25%)

2. Final Exam Presentation

Students will re-visit the Curriculum Conceptual Framework presented in the beginning of the semester. Based on new knowledge learned in this course, students will use the Curriculum Conceptual Framework to design their ideal early childhood curriculum model and present it in class, including references to the models and issues previously learned in

this course. Student presentations will be followed by collegial critique, analysis, and discussion. Students will submit written reports of this assignment. The instructor will distribute a detailed description of this assignment early in the semester.

(50 points, or 25%)

3. Field work:

Students will visit a preschool and an elementary K-3 classroom for a total of 10 hours. In each setting, students will 1) observe in two classrooms and 2) interview a teacher, the principal/director, and a parent regarding the following curriculum issues: the developmental needs of the children, the curriculum model and philosophy, and individualized instructional strategies. Students will submit a written summary of each classroom observation (two observations) and interview (six interviews) and their own reflective analysis in response to each classroom observation and interview. The instructor will distribute specific interview questions and students will add their own questions.

(50 points, or 25%)

4. Reflective Response Papers

Five short in-class papers will be written reflecting on personal prior experiences, current perspectives, and issues related to early childhood curriculum.

(50 points, or 25%)

5. Optional

This is an optional extra-credit assignment. Students will visit, observe the classroom, and interview a teacher at FAU's Slattery Center or another early childhood center with an inclusive curriculum model. To visit the Slattery Center, call 561-297-2342 and ask to speak with the director.

Students will write and submit a two-page summary and reflective paper for each visit.

(10 points per visit; maximum of 20 extra credit points)

**FIELD EXPERIENCES:** Minimum of 10 clock hours

**Teaching Methodology Includes:**

Lectures	Small and large group discussion
Individual reflections	Internet search for child care licensing information
PowerPoint slides/notes	Case-based problem solving
Video/DVD Viewing	

**Assessment Procedures Include:**

Written assignments	Individual presentations
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**Grading:**

Letter Grade	Points
A	191-200
A-	181-190
B +	173-180
B	167-173
B -	161-166
C+	153-160

Letter Grade	Points
C	147-152
C-	141-146
D+	133-140
D	127-132
D-	121-126
F	120 or less

**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.

**ACADEMIC HONESTY**

All university students are held to high levels of integrity. One mark of that is academic honesty, which includes plagiarism. On page 349 of the *Publication Manual* of the American Psychological Association (APA), plagiarism is defined 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.”*

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances,” is strictly adhered to in this course. The regulation 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.*”

Be especially careful about cutting and pasting text from websites. You may not do so without using quotation marks for the text and citing the source, and you should be sparing in your use of online quotes. There are severe academic penalties for plagiarism, and it is your obligation to remain honest in your use of others' writing.

## **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 Raton in the Student Support Service Building SU 80, Room 133 (297-3880); in Davie - MOD I (954-236-1222); or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

Michelle Shaw, Coordinator  
Office for Students with Disabilities  
[mshaw@fau.edu](mailto:mshaw@fau.edu)  
561-297-1263 or 561-297-3880

## **BIBLIOGRAPHY:**

- Adams, L.D. & Kirova, A. (2006). *Global migration and education: Schools, children, and families*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Baker, C. & Hornberger, N. (2001). *An introductory reader to the writing of Jim Cummins*. Clevedon, UK: Multilingual Matters.
- Beaty, J.J. (2008). *Preschool appropriate practices*. Clifton Park, NY: Delmar Cengage Learning.
- Bergen, D. & Coscia, J. (2001). *Brain research and childhood education: Implications for educators*. Olney, MD: Association for Childhood Education International.
- Bigelow, B., Christensen, L., Karp, S., Miner, B., & Peterson, B. (1994). *Rethinking our classrooms: Teaching for equity and justice*. Montgomery, AL: Rethinking Schools, Ltd.
- Chaille, C. (2008). *Constructivism across the curriculum in early childhood classrooms: Big ideas as inspiration*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Cook, R.E., Klein, M.D., & Tessier, A. (2008). *Adapting early childhood curricula for children with special needs*. Upper Saddle River, NJ: Pearson Education, Inc.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon: Multilingual Matters, Ltd.

- Cummins, J. (1996). *Negotiating identities: Education of empowerment in a diverse society*. Ontario: California Association for Bilingual Education.
- De Gaetano, Y., Williams, L.R., & Volk, D. (1998). *Kaleidoscope: A multicultural approach for the primary school classroom*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Derman-Sparks, L. & The A.B.C. Task Force (1989). *Anti-biased curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children.
- DeVries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2002). *Developing constructivist early childhood curriculum: Practical principles and activities*. New York, NY: Teachers College Press.
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- Dodge, D.T., Colker, L.J., & Heroman, C. (2002). *The creative curriculum for preschool*. Washington, DC: Teaching Strategies, Inc.
- Edwards, C., Gandini, L., & Forman, G. (1993). *The hundred languages of Children: The Reggio Emilia approach to early childhood education*. Norwood, NJ: Ablex Publishing Corp.
- Fromberg, D.P. (2002). *Play and meaning in early childhood education*. Boston, MA: Allyn and Bacon.
- Gould, P. & Sullivan, J. (2005). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Upper Saddle River, NJ: Pearson Education, Inc.
- Helm, J.H. & Katz, L. (2001). *Young investigators: The project approach in the early years*. New York, NY: Teachers College Press.
- Herrera, S.G. & Murry, K.G. (2005). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) student*. Boston, MA: Pearson Education, Inc.
- Heydon, R.M. & Iannacci, L. (2008). *Early childhood curricula and the de-pathologizing of childhood*. Toronto, CA: University of Toronto Press.
- Hill, L.T., Stremmel, A.J., & Fu, V.R. (2005). *Teaching as inquiry: Rethinking curriculum in early childhood education*. Boston, MA: Pearson Education, Inc.
- Hirsh, R.A. (2004). *Early childhood curriculum: Incorporating multiple intelligences, developmentally appropriate practice, and play*. Pittsburgh, PA: Pearson Education, Inc.

- Hohmann, M. & Weikart, D.P. (1995). *Educating young children*. Ypsilanti, MI: High/Scope Education Research Foundation.
- Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston, MA: Houghton Mifflin Company.
- Kessler, S. & Swadener, B.B. (1992). *Reconceptualizing the early childhood curriculum; Beginning the dialogue*. New York, NY: Teachers College Press.
- Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- LaRocque, M., & Darling, S. (2008). *Blended curriculum in the inclusive K-3 classroom: Teaching all young children*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Lerner, J.W., Lowenthal, B. & Egan, R.W. (2003). *Preschool children with special needs: Children at risk and children with disabilities*. Boston, MA: Pearson Education, Inc.
- Levin, D.E. (1994). *Teaching young children in violent times: Building a peaceable classroom*. Washington, DC: National Association for the Education of Young Children.
- Petersen, E. (2003). *Practical guide to early childhood curriculum: Linking thematic, emergent, and skill-based planning to children's outcomes*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Raver, S.A. (2009). *Early childhood special education – 0 to 8 years*. Upper Saddle River, NJ: Pearson Education, Inc.
- Sailor, D.H. (2004). *Supporting children in their home, school, and community*. Boston, MA: Pearson Education, Inc.
- Tabors, P.O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc..
- Wien, C.A. (1995). *Developmentally appropriate practice in "real life": Stories of teacher practical knowledge*. New York, NY: Teachers College Press.
- Williams, L.R. & De Gaetano, Y. (1985). *ALERTA: A multicultural, bilingual approach to teaching young children*. New York, NY: Teachers College Press.
- Wortham, S. (2006). *Early childhood curriculum: Developmental bases for learning and teaching*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Villa, R.A. & Thousand, J.S. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Journals/resources for written assignments:**

Child Development	Child Study Journal	Young Children
Childhood Education	Children Today	
Early Childhood Education Journal Quarterly	Early Childhood Research	
ERIC/EECE Newsletter	Scholastic Early Childhood Today	

Appendix A

Curriculum Conceptual Framework: Explanation and application

INTERNAL ELEMENTS

1. Population of children
  - a. Ages
  - b. Developmental characteristics (for example, at risk, special needs, gifted & talented)
  - c. Socio-economic level(s)
  - d. Language(s) spoken
  - e. Family structure (for example, single parent, extended families)
  - f. Cultural considerations
  
2. Structure of the school
  - a. Public or private
  - b. Number of children
  - c. Number of classrooms
  - d. Age range served
  - e. Teacher-child ratios
  - f. Teacher qualification requirements
  - g. Size of school (classrooms, gym)
  - h. Service provided (for example, transportation, food service, guidance)
  - i. Parameters of parent involvement
  - j. Special learning activities (for example, field trips, science lab, music, art, library)
  - k. Scheduling mandates (for example, nap time, physical activity)
  - l. Teacher supervision and evaluation
  - m. Teacher planning time and expectations
  - n. Administrative structure of school
  - o. Material and equipment resources
  - p. Personnel policies
  - q. Mechanisms for change and improvement
  - r. Curriculum mandates

### **3. Location**

- a. Urban or rural**
- b. Community resources (for example, playgrounds, food, local libraries, health services, transportation)**
- c. Transportation to and from school**
- d. Weather**
- e. Access to outdoor space**
- f. Security and safety**
- g. Community businesses**

## **EXTERNAL ELEMENTS**

### **1. National**

- a. Federal regulations and mandates**
- b. Federal assessments and evaluations**
- c. Reporting requirements**
- d. Participation in special initiatives**
- e. Professional organization membership, participation, and accreditation**
- f. Funding and resource allocation**
- g. Legal and other institutional mechanisms for change**

### **2. State**

- a. State regulations and mandates**
- b. State assessments and evaluations (of schools and children)**
- c. Advocacy practices and processes**
- d. State reporting requirements**
- e. Teacher/administrator professional organizations**
- f. Funding and resource allocation**
- g. Mechanisms for change and improvement**

### **3. Local**

- a. Regulatory organizations (for example, city council, school board, Children's Services Council, Early Learning Coalition)**
- b. Public and private funding (and access)**
- c. Educational training opportunities (universities, community colleges, available consultants)**
- d. Stability and/or instability of the economy and funding**
- e. Quality of the workforce**



## Kristy Demeo

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**From:** H. James McLaughlin [jmclau17@fau.edu]  
**Sent:** Tuesday, January 26, 2010 3:08 PM  
**To:** Kristy Demeo  
**Cc:** Linda L Webb  
**Subject:** Department chair responses to the M.Ed. Proposal

I am sending the responses, below, from the 4 department chairs who e-mailed me about the proposed M.Ed. in Early Childhood Education. We have prepared a statement about the response from the Department of Teaching and Learning, to share with the Graduate Programs Committee tomorrow. 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  
561-297-3965



----- Forwarded Message

**From:** Deena Louise Wener <[wener@fau.edu](mailto:wener@fau.edu)>  
**Date:** Tue, 26 Jan 2010 14:18:21 -0500  
**To:** Jim McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>  
**Subject:** RE: M.Ed. In Early Childhood Education

Dear Dr. McLaughlin,

I have reviewed the information sent on the proposal for the M.Ed. in Early Childhood Education. I do not see any conflicts with the courses proposed and those offered for the M.S. in Speech-Language Pathology and Audiology by the Department of Communication Sciences and Disorders.

Best of luck in your pursuit of this degree program.

With best regards,  
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor and Chair  
Department of Communication Sciences and Disorders

Florida Atlantic University  
College of Education  
777 Glades Road  
Boca Raton, Florida 33431-0991

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----- Forwarded Message

From: Barbara Ridener <[bridener@fau.edu](mailto:bridener@fau.edu)>

Date: Mon, 25 Jan 2010 16:03:23 -0500

To: Jim McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>, Mike Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>

Cc: Linda L Webb <[lwebb@fau.edu](mailto:lwebb@fau.edu)>, Kristy Demeo <[kdemeo@fau.edu](mailto:kdemeo@fau.edu)>, Valerie Bristor <[bristor@fau.edu](mailto:bristor@fau.edu)>, Susannah Louise Brown <[sbrow118@fau.edu](mailto:sbrow118@fau.edu)>, "jifurner@fau.edu" <[jifurner@fau.edu](mailto:jifurner@fau.edu)>, Susanne I Lapp <[slapp@fau.edu](mailto:slapp@fau.edu)>

Subject: RE: New course syllabi for M.Ed. In Early Childhood Education

Hi All,

The Department of Teaching and Learning does not see a conflict with the courses EEC 6666, EEC 6932, and EEC 6947.

The Department of Teaching and Learning does feel there is a conflict with EEC 6219 and EEC 6711.

While the last two courses focus on early childhood, they also deal with specific content. EEC 6219 consists of objectives that are found three of our methods courses. It would be appropriate for a department with content expertise to work with the program to offer this course.

Similarly, EEC 6711 is very similar to ARE 6317. Below and attached are specific comments about this. I am writing in response to your request for faculty to review the proposed EEC courses. Upon reviewing the syllabus for EEC 6711, I found many similarities with the ARE 6317 Art in the Elementary School course in the Art Education program. I understand that the focus of the EEC course is early childhood which includes pre-K and younger aged children but I believe that early childhood also includes the early elementary school grades as well. I have attached a document that summarizes some of the concepts and strategies that are similar in both courses. Please share this concern.

*\* see 1/27/10 e-mail for  
updated statement of  
no conflict  
L. Webb*

Thank you,

Barbara

----- Forwarded Message

From: Sue Graves <[sgraves@fau.edu](mailto:sgraves@fau.edu)>

Date: Wed, 20 Jan 2010 10:02:34 -0500

To: Jim McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>, Mike Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>, "ijohnso9@fau.edu" <[ijohnso9@fau.edu](mailto:ijohnso9@fau.edu)>, Barbara Ridener <[bridener@fau.edu](mailto:bridener@fau.edu)>, Robert Shockley <[shockley@fau.edu](mailto:shockley@fau.edu)>, "wener@fau.edu" <[wener@fau.edu](mailto:wener@fau.edu)>

Cc: Linda L Webb <[lwebb@fau.edu](mailto:lwebb@fau.edu)>, Kristy Demeo <[kdemeo@fau.edu](mailto:kdemeo@fau.edu)>, Valerie Bristor <[bristor@fau.edu](mailto:bristor@fau.edu)>

Subject: RE: M.Ed. In Early Childhood Education

Dr. McLaughlin:

Our department does not have any conflict with the proposed courses for the M.Ed. in early childhood education. Good luck.

B. Sue Graves, Ed.D., FACSM, HFS, FISSN  
Chair, Department of Exercise Science  
and Health Promotion  
Florida Atlantic University  
777 Glades Road, FH-11  
Boca Raton, Florida 33431  
561-297-2938 (Olga Duron, administrative assistant)  
561-297-2790 (direct)  
561-297-2839 (fax)  
www.coe.fau.edu/eshp

----- Forwarded Message

**From:** Sue Graves <[sgraves@fau.edu](mailto:sgraves@fau.edu)>  
**Date:** Wed, 20 Jan 2010 10:03:51 -0500  
**To:** Jim McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>  
**Subject:** RE: New course syllabi for M.Ed. In Early Childhood Education

Dr. McLaughlin, again, our department does not have any conflicts with your new proposed course for the M.Ed. in early childhood education. Good luck. Regards,

B. Sue Graves, Ed.D., FACSM, HFS, FISSN  
Chair, Department of Exercise Science  
and Health Promotion  
Florida Atlantic University  
777 Glades Road, FH-11  
Boca Raton, Florida 33431  
561-297-2938 (Olga Duron, administrative assistant)  
561-297-2790 (direct)  
561-297-2839 (fax)  
www.coe.fau.edu/eshp

----- Forwarded Message

**From:** Mike Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>  
**Date:** Fri, 15 Jan 2010 18:57:34 -0500  
**To:** Jim McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>  
**Subject:** RE: M.Ed. In Early Childhood Education

Jim – I'm so pleased to see this come to fruition. The proposal and the 5 courses represent an enormous amount of energy and collaborative work by faculty from two departments and across several professional disciplines. The overall program design, as well as the content of the syllabi, are sound. The program and courses *complement* rather than compete with the programs and courses in the ESE Department. The faculty in the ESE Department have reviewed the proposal on multiple occasions, and offer their strong support.

Good luck with the remaining steps in the review process!

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road

## Kristy Demeo

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**From:** Barbara Ridener  
**Sent:** Wednesday, January 27, 2010 3:38 PM  
**To:** Yash Bhagwanji; lwebb@fau.edu  
**Cc:** 'H. James McLaughlin'; Kristy Demeo  
**Subject:** RE: Syllabus for EEC 6219 has been revised

Based on the attached changes, the Department of Teaching and Learning does not have a conflict with this course.

Barbara

**From:** Yash Bhagwanji [mailto:ybhagwan@fau.edu]  
**Sent:** Wednesday, January 27, 2010 3:30 PM  
**To:** lwebb@fau.edu; Barbara Ridener  
**Cc:** 'H. James McLaughlin'  
**Subject:** Syllabus for EEC 6219 has been revised

Dear Drs. Webb and Ridener:

The syllabus for EEC 6219 now reflects the following changes:

- (a) Course title is "Integrated Curriculum in Early Childhood";
- (b) Catalog description replaces "these curricular areas" with "integrated curriculum";
- (c) Objective 1 on page 3 now states "... of developmental learning...";
- (d) Course requirement #2 on page 5 now reflects "Thematic lesson plans"; and
- (e) Course requirements #2 (a) (b) and (c) now reflect "integrated" experiences.

No changes were needed for the assessment/grading procedures because the scores are consistently defined as percentages in the syllabus.

I hope this is satisfactory. If there are additional agreed to changes that I left out, please let me know.

Once this syllabus is okay to move forward, I will send its accompanying new course proposal form to Dr. Webb.

Thank you,

Yash Bhagwanji, Ph.D.  
Associate Professor  
College of Education  
Florida Atlantic University  
Boca Raton, FL 33434