

FLORIDA ATLANTIC UNIVERSITY™

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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME:
CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY

COLLEGE OF:
EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEC COURSE NUMBER 6711 LAB CODE (L or C) L

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE

CREATIVE ARTS FOR YOUNG CHILDREN

EFFECTIVE DATE

(first term course will be offered)

Fall 2010

CREDITS: 3

TEXTBOOK INFORMATION:

ISENBERG, J., JALONGO, M. (2006). CREATIVE THINKING AND ARTS-BASED LEARNING. UPPER SADDLE RIVER, NJ; PEARSON.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

THIS COURSE WILL ADDRESS CHILDREN'S CREATIVE PROCESSES AND CLASSROOM PRACTICES WITH THE GOAL OF PROMOTING CHILDREN'S ARTISTIC EXPRESSION IN THE VISUAL ARTS, DANCE/MOVEMENT, MUSIC, AND DRAMA. ASSESSMENT OF CREATIVE PROCESSES AND PRODUCTS WILL BE INCLUDED, AS WELL AS INCLUSIVE AND MULTICULTURAL CONTEXTS AND ART ACTIVITIES. (FIELD EXPERIENCE MINIMUM REQUIREMENT OF 8 HOURS).

PREREQUISITES W/MINIMUM GRADE:*

EEC 6666 PRINCIPLES AND MODELS
OF EC CURRICULUM

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

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, 7-3579
Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: <u>Hames McLaughlin</u></p> <p>College Curriculum Chair: <u>Linda White</u></p> <p>College Dean: <u>Valerio G. Buxton</u></p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p><u>2/3/10</u></p> <p><u>2/3/10</u></p> <p><u>2/3/10</u></p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to sfulks@fau.edu and egirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

JAN 28 2010



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 6711 Creative Arts for Young Children

CATALOG DESCRIPTION:

This course will address children's creative processes and classroom practices with the goal of promoting children's artistic expression in the visual arts, dance/movement, music, and drama. Assessment of creative processes and products will be included, as well as inclusive and multicultural contexts and arts activities. (Field experience minimum requirement of 8 hours.) 3 semester hours.

PREREQUISITE: EEC 6666 Principles and Models of EC Curriculum.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Students will become **reflective** practitioners as they examine and identify the components of children's creative processes. Students will be **capable** and **informed** teachers as they learn to promote the development of children's artistic expression in the visual arts, dance/movement, music, and drama. Curriculum adaptations for diverse populations of children will additionally be learned, as well as practical classroom instructional strategies that support arts-based projects and themes. Students will gain skills and will become increasingly **capable** of promoting children's creative arts processes, and arts integration in the early childhood curriculum.

REQUIRED TEXTS:

Isenberg, J., & Jalongo, M. (2006). *Creative thinking and arts-based learning*. Upper Saddle River, NJ; Pearson.

Additional required readings will be available on Blackboard (Bb).

AUDIO/VISUAL TECHNOLOGY:

Internet PowerPoint Videos

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

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 College of Education 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. Identify the characteristics of creativity and their impact on children's thinking, creative processes, and creative products. (CEC/DEC: 1.1, 1.2; EAP-FAU: 4.2, 7.2; NAEYC: 1.1, 2.1)
2. Demonstrate knowledge of developmentally appropriate classroom activities in visual arts, music, dance/movement, and drama (CEC/DEC: 1.1, 2.1; EAP-FAU: 7.1, 7.2, 8.1; NAEYC: 1.1, 2.1.2, 2.1.3; PK/P: 4.4, 4.7, 6.1, 6.3, 6.4, 6.6, 6.7, 6.10, 6.11, 6.12, 6.13, 6.14, 6.18, 6.19, 6.20)
3. Demonstrate effective implementation and assessment of creative arts activities in emergent, thematic, and other curricular approaches (CEC/DEC: 2.1, 4.1; EAP-FAU: 1.2, 7.2, 8.1, 8.2, 9.2, 10.2; NAEYC: 1.1, 2.1.2, 2.1.3, 4.1.1; PK/P 4.5, 4.6, 6.2, 6.5)
4. Demonstrate knowledge of the value of, and options for, creative arts events in schools and communities (CEC/DEC: 1.1, 1.4, 5.6; EAP-FAU: 8.1, 8.2, 11.1; NAEYC: 1.1, 1.3, 2.1.2, 2.1.3, 3.1, 5.6; PK/P 4.12)
5. Demonstrate the ability to create and implement effective curriculum adaptations in inclusive and multicultural settings (CEC/DEC; 2.1, 3.1, 5.6; EAP-FAU: 5.1, 5.2, 6.1, 7.1, 10.2; NAEYC: 1.3.1, 1.3.2, 2.1.4)
6. Demonstrate skill in identifying and including community resources in children's art-based curriculum. CEC/DEC: 5.6; EAP-FAU: 11.1; NAEYC: 5.5, 5.7)
7. Demonstrate the ability to present, critique, and revise thematic arts lessons with professional colleagues. (CEC/DEC: 5.7, 5.9; EAP-FAU: 1.1, 2.2, 3.1, 3.2, 4.2, 8.1, 11.1; NAEYC 4.1, 5.6)

COURSE OUTLINE:

Week (s)	Topic(s)	Readings/Assignments
1	Introduction Children’s Creative Thought and Expression Symbolic Representation in the Arts	Isenberg & Jalongo Ch. 1, 2
2	The Creative Process and Possibilities Supporting Children’s Play, Games, & Inventions Arts Integration in Curriculum	Greene Part One – “Creative Possibilities” (on Bb) Wright Ch 12 – “Integration of the Arts”
3	Adapting Activities in inclusive and multicultural settings Second language learners and children with special needs: the arts as a language	Isenberg & Jalongo Ch. 10
4	Developmental sequences for the Visual Arts Instructional Strategies and Integrated Arts Experiences Drawing, Painting, Sculpture, Collage Multi-media; National Art Education Assoc.	Isenberg & Jalongo Ch. 3 NAEA website: www.naea-reston.org
5	Engagement & Learning: Children in Music, Movement, and Dance Theory: Brain Research, Music, and Dance Children and Music: Voice, Harmony, Rhythm, Pitch, Patterns, Flow, Tempo Creating and Using Musical Instruments Music and Memory Multicultural dimensions of music	National Dance Association www.aahperd.org/nda National Assoc. for Music Ed.: www.menc.org
6	Children’s Dance and Movement Ballet, Tap, Modern Dance, Jazz Dance, Folk Dances, Improvisation; Performing Arts Movement and Young Children: Motor Coordination and Variations: Gymnastics, Physical Activity, Exercises, Utilizing Outdoor Space and Equipment	Readings to be assigned
7	Children’s Participation in the Dramatic Arts Enactments and Performances: Story drama and play, puppets, Children’s Theatre, & Props Becoming an active and appreciative audience Drama and Literature; Poetry Children Making Movies	Isenberg & Jalongo Ch. 5
8	Planning the Classroom Environment Learning from Reggio Emilia: Creating art space Using materials and resources effectively Developmentally appropriate considerations	Isenberg & Jalongo Ch. 6, 7 Edwards, Gandini, & Forman-Ch. 2 & 7 (on Bb)

	Scrounging and collecting materials	
9	The teachers role in promoting creativity through the arts Role plays and simulations Styles of communication with children	Isenberg & Jalongo Ch. 8
10	Assessing Creative Processes and Products of Children Assessment challenges & standards Identification of Talent and Giftedness	Isenberg & Jalongo Ch. 9
11	The Arts and Diversity Portraits, identity, and the arts Family histories and artistic/cultural contributions	Isenberg & Jalongo Ch. 10
12	Community Resources for children's art Art history and young children	
13	Therapeutic use of the arts Creative art events in schools Museum in a school Artists in residence	Reading to be assigned
14	Student presentations and critiques	
15	Student presentations and critiques	

COURSE REQUIREMENTS:

The instructor will distribute detailed descriptions of the assignments in class

1. “Creativity” Paper

Students will write a paper defining creativity in their own words and describing specific instances where creativity has been a part of their professional and personal lives. Cultural perspectives should be included. The minimum length is 3 pages.

(10%, or 20 points)

2. Theme-based Lesson Plans

Students will select one of the following themes: communities, natural environments, family history, fashion past and present, arts and culture, inventions, or the world of the future. The selected theme will guide the lesson plans, demonstrating an integrated approach.

This assignment has two components:

a) Written lesson plans

Students will write two theme-based lesson plans for each of the following arts areas:

- 1) visual art, 2) music, 3) movement/dance, and 4) drama. A total of eight lesson plans must be submitted. All lesson plans must include curriculum adaptations for specified children with special needs and English language learners. (The instructor will provide the lesson plan format).

(20%, or 40 points)

b) Art lessons with children

Students will implement the lesson plans at their field and critique three of the above eight lessons (visual art, music, movement/dance, drama). For each lesson done with children, students will write a description of the experience, and a critique of what worked, what did not work, and suggestions for improvement. The art lessons and

critiques will be additionally presented in class for discussion and analysis with colleagues.

(20%, or 40 points)

3. Action Plan

Students will write an action plan for current or future implementation, identifying and describing changes related to the creative arts that will be made in their classrooms. The following areas will be addressed:

- (a) Classroom space – space, materials, time, routines, storage
- (b) Teaching style – relationships and communication, dispositions, new skills, collaborations, and innovations
- (c) How to make it happen – identify three priority areas, describe the changes, and estimate the steps and timeline for achieving these changes

(20%, or 40 points)

4. Community Resources

Part 1: Students will write a list of community arts resources for children, in the community where they live or where they teach, or in the wider community of South Florida. This should include the name, location, and a description of at least 5 community resources. (six pages minimum)

Part 2: Students will actually visit a community art resource for children (i.e. children’s museum, children’s theater, resource depot, etc.). Students will write a response paper including a description of the activities and arts-related value for children, and possible ways the resource could be part of an arts integrated early childhood curriculum. (two pages minimum)

This two part written assignment should be a total minimum of eight pages. It is preferred that students visit the community resource with a child, but this is not required. If a student visits with a child, the child’s response should be included in the written piece on the community art resource.

(15%, or 30 points)

5. Reflection Papers

For each week’s assigned reading(s), students will write a 1 page in-class reflection paper which will be submitted to the instructor.

(15%, or 30 points)

FIELD EXPERIENCE: Minimum of 8 clock hours in a classroom

Teaching Methodology Includes:

lecture	audio-visuals
class discussion	group presentations
computer software evaluations	use of overhead transparencies
individual presentations	hands-on experience

Assessment Procedures Include:

written assignments	presentations in class
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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
561-297-1263 or 561-297-3880

BIBLIOGRAPHY:

- Althouse, R., Johnson, M.H., & Mitchell, S.T. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum*. New York, NY: Teachers College Press.
- Bleiker, C.A. (1999). The development of self through art: A case study for early art education. *Art Education*, 52(3), 48-52.
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- Edwards, L.C., Bayless, K. M., & Ramsey, M.E. (2009). *Music and movement: A way of life for the young child*. Upper Saddle River, NJ: Pearson Education.
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- Epstein, A. S., & Trimis, E. (2002). *Supporting young artists: The development of the visual arts in young children*. Ypsilanti, MI: High/Scope Press.
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- Schirmacher, R. (2008). *Art and creative development for young children*. Albany, NY: Delmar.
- Thompson, S. C. (2005). *Children as illustrators: Making meaning through art and language*. Washington, DC: National Association for the Education of Young Children.
- Torrance, E. (1995). *Creativity in the classroom*. Washington, DC: National Education Association.
- Wachowiak, F., & Clements, R.D. (2006). *Emphasis Art: A qualitative art program for elementary and middle schools*. Boston, MA: Pearson Education, Inc.
- Wright, S. (2003). *The arts, young children ,and learning*. Boston, MA: Pearson Education Inc.
- Wurm, J.P. (2005). *Working in the Reggio way: A beginner's guide for American teachers*. St Paul, MN: Redleaf Press.

Journals:

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| Child Development | Child Study Journal |
| Childhood Education | Children Today |
| Early Childhood Education Journal | Early Childhood Research Quarterly |
| ERIC/EECE Newsletter | Exceptional Child |
| ESOL Journal | TESOL Journal |
| Internet TESOL Journal (http://iteslj.org) | |
| NABE News (National Association for Bilingual Education) | |

Scholastic Early Childhood Today

Young Children

Kristy Demeo

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>
Date: Tue, 26 Jan 2010 14:18:21 -0500
To: Jim McLaughlin <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

Office phone: 561-297-2259
FAX: 561-297-2268
E-mail: wener@fau.edu

----- Forwarded Message

From: Barbara Ridener <bridener@fau.edu>
Date: Mon, 25 Jan 2010 16:03:23 -0500
To: Jim McLaughlin <jmclau17@fau.edu>, Mike Brady <mbrady@fau.edu>
Cc: Linda L Webb <lwebb@fau.edu>, Kristy Demeo <kdemeo@fau.edu>, Valerie Bristor <bristor@fau.edu>, Susannah Louise Brown <sbrow118@fau.edu>, "jfulmer@fau.edu" <jfulmer@fau.edu>, Susanne I Lapp <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.

Thank you,

*see 1/27/10 email for
updated statement of
no conflict
L. Webb*

Barbara

----- Forwarded Message

From: Sue Graves <sgraves@fau.edu>
Date: Wed, 20 Jan 2010 10:02:34 -0500
To: Jim McLaughlin <jmclau17@fau.edu>, Mike Brady <mbrady@fau.edu>, "ijohnso9@fau.edu" <ijohnso9@fau.edu>, Barbara Ridener <bridener@fau.edu>, Robert Shockley <shockley@fau.edu>, "wener@fau.edu" <wener@fau.edu>
Cc: Linda L Webb <lwebb@fau.edu>, Kristy Demeo <kdemeo@fau.edu>, Valerie Bristor <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>
Date: Wed, 20 Jan 2010 10:03:51 -0500
To: Jim McLaughlin <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)
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www.coe.fau.edu/eshp

----- Forwarded Message

From: Mike Brady <mbrady@fau.edu>
Date: Fri, 15 Jan 2010 18:57:34 -0500
To: Jim McLaughlin <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

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