Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY
COLLEGE OF: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:
PREFIX EEC COURSE NUMBER 6666 LAB CODE (L or C) L

(To obtain a course number, contact erudolph@fau.edu)

COMPLETE COURSE TITLE
PRINCIPLES AND MODELS OF EARLY CHILDHOOD CURRICULUM

CREDITS: 3

TEXTBOOK INFORMATION:

EFFECTIVE DATE
(first term course will be offered)
Fall 2010

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X 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 WITH/ MINIMUM GRADE: COREQUISITES:
NONE

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, ybhagwanji@fau.edu, 7-3579
Faculty Contact, Email, Complete Phone Number

SIGNATURES

Approved by:  Date: 2/3/10
Department Chair: 2/3/10
College Curriculum Chair: 2/3/10
College Dean: 2/3/10
UGC Chair: 2/3/10
Dean of the Graduate College: 2/3/10

SUPPORTING MATERIALS

Syllabus—must include all details as shown in the UGPC Guidelines.
Written Consent—required from all departments affected.
Go to: http://graduate.fau.edu/ugpc/ to download this form and guidelines to fill out the form.

Email this form and syllabus to sfiths@fau.edu and eqirio@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.

FAU newcourseGrad—Revised May 2008
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:


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:


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:**

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
</table>
| 1       | Introduction  
          Internal Curriculum Elements:  
          Population of Children  
          Structural Features of Schools  
          Location/Community  
          Response Paper: Reflections on Early Childhood (autobiographical) | See Appendix A                            |
| 2       | External Curriculum Elements:  
          National, state, and local regulations,  
          Mandates, and funding  
          Historical Perspectives | Morrison  
          Chapters 2, 3, &13                          |
| 3       | NAEYC's Developmentally Appropriate Practice  
          Overview of Preschool, Kindergarten, and Early Elementary Grades  
          Response Paper: Reflections On Early Elementary Education (autobiographical) | NAEYC/DAP (on B.b.)  
          Morrison  
          Chapters 5, 8, 9, &10                     |
| 4 | National Models:  
Head Start/Earl Head Start  
Bilingual Head Start  
Early Intervention/ECSE  
Trends: Sponsorship by Faith-Based, Corporate, and Not-for-Profit Organizations  
Pre-K and Full-Day Kindergartens | Roopnarine & Johnson  
Chapters 3, 8 |
|---|---|
| 5 | High/Scope Model  
Vygotsky and Curriculum  
Creative Curriculum | Roopnarine & Johnson  
Chapters 9, 10 |
| 6 | Developmental Interaction/  
Bank Street Approach  
Mid-term – in class | Roopnarine & Johnson  
Chapter 12 |
| 7 | Project Approach  
Reggio Emilia  
Chapters 13, 14 |
| 8 | Montessori Education  
Waldorf Approach | Roopnarine & Johnson  
Chapters 15, 16 |
| 9 | Anti-bias Multicultural Education  
Bilingualism/Biculturalism  
Alerta Curriculum  
English Language Learners (needs assessment, home and school language plans, instructional strategies, parental aspirational goals)  
Response Paper: Reflections on Diversity | Roopnarine & Johnson  
Chapter 6  
Morrison  
Chapter 11 |
| 10 | Carolina Curriculum  
CEC Inclusive Practices | Reading to be assigned  
Roopnarine & Johnson  
Chapters 4, 5  
Morrison  
Chapter 11 (review) |
<table>
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<tr>
<th>11</th>
<th>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</th>
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<tbody>
<tr>
<td>12</td>
<td>Final Exam Presentations, critique, analysis, discussion</td>
</tr>
<tr>
<td>13</td>
<td>Final Exam Presentations, critique, analysis, discussion</td>
</tr>
<tr>
<td>14</td>
<td>Final Exam Presentations, critique, analysis, discussion</td>
</tr>
<tr>
<td>15</td>
<td>Current Issues in Florida: Economic Cultural Regulatory School Readiness and others New Directions in Early Childhood Curriculum</td>
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<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Students bring in relevant newspaper articles</td>
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**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
- Individual reflections
- PowerPoint slides/notes
- Video/DVD Viewing

- Small and large group discussion
- Internet search for child care licensing information
- Case-based problem solving

**Assessment Procedures Include:**

- Written assignments
- Individual presentations
Grading:

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<tr>
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<td>181-190</td>
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<td>B-</td>
<td>161-166</td>
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<tr>
<td>C+</td>
<td>153-160</td>
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<tr>
<th>Letter Grade</th>
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<td>D-</td>
<td>121-126</td>
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<tr>
<td>F</td>
<td>120 or less</td>
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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:


**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

From: H. James McLaughlin [mclau17@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

FLORIDA ATLANTIC UNIVERSITY
College of Education

----- Forwarded Message
From: Deena Louise Wener <wener@fau.edu>
Date: Tue, 26 Jan 2010 14:18:21 -0500
To: Jim McLaughlin <mclau17@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>, "ifurner@fau.edu" <ifurner@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,

Barbara

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See 1/27/10 e-mail for updated statement of no conflict.

 separates the text.
----- 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)
561-297-2839 (fax)
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