**FLORIDA ATLANTIC UNIVERSITY**

**Graduate Programs—NEW COURSE PROPOSAL**

**DEPARTMENT NAME:** Curriculum, Culture, and Educational Inquiry  
**COLLEGE OF:** Education

**RECOMMENDED COURSE IDENTIFICATION:**

Prefix: EEC  
Course Number: 6832  
Lab Code (L or C): L  
*(To obtain a course number, contact ERUDOLPH@FAU.EDU)*

**COMPLETE COURSE TITLE**

Seminar in Early Childhood Education: Local, National, and International Issues

**CREDITS:** 3

**TEXTBOOK INFORMATION:**


**GRADING (SELECT ONLY ONE GRADING OPTION):** Regular X  
Pass/Fail  
Satisfactory/Unsatisfactory

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

This course will provide an overview of current local, national, international early childhood critical issues, practices and policies. Students will develop advocacy strategies and implementation plans.

**PREREQUISITES WITH MINIMUM GRADE:**

Completion of at least 18 credit hours of core early childhood courses.

Pre or Co-Requisites: EDF 6481 and STA 6113

**COREQUISITES:**

EDF 6481 and STA 6113

**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: [Signature]  
Department Chair: [Signature]  
College Curriculum Chair: [Signature]  
Date: 2/3/10  
Data: 2/3/10

**SUPPORTING MATERIALS**

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

*FAUnewcrseGrad—Revised May 2008*
<table>
<thead>
<tr>
<th>College Dean:</th>
<th>Valerio F. Pastor</th>
<th>Date: 2/13/10</th>
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<tr>
<td>UGPC Chair:</td>
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<tr>
<td>Dean of the Graduate College:</td>
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Go to: [http://graduate.fau.edu/gpc/](http://graduate.fau.edu/gpc/) to download this form and guidelines to fill out the form.

Email this form and syllabus to sfuks@fau.edu and eqiro@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.

*FAUnewcrseGrad—Revised May 2008*
COURSE NUMBER & TITLE:

EEC 6932  Seminar in Early Childhood Education: Local, National and International Issues

CATALOG DESCRIPTION:

This course will provide an overview of current local, national, and international early childhood critical issues, practices and policies. Students will develop advocacy strategies and implementation plans. 3 semester hours.

Prerequisites: Completion of at least 18 credit hours of core early childhood courses.

Pre- or co-requisites: EDF 6481 and STA 6113.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Students will be informed about current early childhood critical issues, practices, and policies, and will gain a national and international educational perspective. Through an analysis of early childhood topical issues, and through the formulation of an advocacy plan, students will demonstrate reflective decision-making.

REQUIRED READINGS:


Additional required readings will be assigned.
RECOMMENDED READINGS:


AUDIO/VISUAL TECHNOLOGY:

Internet  PowerPoint  Videos

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
ACEI/OMEP Guidelines
Council for Exceptional Children, Division of Early Childhood (CEC/DEC)

COURSE OBJECTIVES:

Students will:

1. Demonstrate knowledge of a range of state, national, and international critical issues, policy frameworks, and programs in the field of early childhood education. (CEC/DEC: 5.2, 5.3; EAP-FAU: 3.1, 6.1; NAEYC: 5.2, 5.5)

2. Demonstrate expertise in a specific current early childhood topic by writing a scholarly research paper. (CEC/DEC: 5.2, 5.3, 5.9; EAP-FAU: 3.1, 3.2, 8.1, 8.2; NAEYC: 5.2, 5.5)

3. Identify advocacy strategies and develop an advocacy plan concerning the student’s area of expertise. (CEC/DEC: 5.1 – 5.9; EAP-FAU: 3.1, 3.2, 4.1, 4.2, 5.2; NAEYC: 5.2, 5.7)

4. Demonstrate knowledge of advocacy processes, including political policy change structures and mechanisms. (CEC/DEC: 5.1-5.9; EAP-FAU:3.1, 3.2, 11.1; NAEYC: 5.2, 5.3, 5.7)
5. Differentiate between early childhood issues and policies in the developing world and in the developed world. (CEC/DEC: 5.2-5.4, 5.9; EAP-FAU: 3.1; NAEYC: 5.5, 5.7)

6. Demonstrate professional skill in presentations, academic dialogue, and collegial collaboration through effective participation in the Advocacy Summit (CEC/DEC: 5.2, 5.6; EAP-FAU: 2.2, 11.1; NAEYC: 5.1, 5.2, 5.6, 5.7)

7. Delineate the trends, strengths, and areas in need of improvement in early childhood education in a country different from the United States, and write a term paper on this topic. (CEC/DEC: 5.1 – 5.7, 5.9; EAP-FAU: 3.1, 4.2; NAEYC: 5.2, 5.5)

8. Demonstrate a shift in professional identify to include ongoing professional advocacy and community resource mobilization. (CEC/DEC: 5.1- 5.9; EAP-FAU: 3.2, 6.1, 11.1; NAEYC: 5.2, 5.6)

9. Monitor news media and share policy news regarding statewide, national, and international early childhood education with professional colleagues in class. (CEC/DEC: 5.9; EAP-FAU: 2.2, 3.1, 4.2, 11.1; NAEYC: 5.2, 5.6)

10. Demonstrate knowledge of the content and implementation of United Nations conventions (CEC/DEC: 5.1-5.3, 5.8; EAP-FAU: 3.1; NAEYC: 5.2, 5.3, 5.5)

11. Demonstrate the ability to critically reflect upon global and national issues, and analyze the similarities, differences, and interconnections in terms of global and government priorities. (CEC/DEC: 5.1-5.4; EAP-FAU: 3.1, 4.2, 5.2; NAEYC: 5.1-5.3, 5.5)

12. Demonstrate the ability to conceptualize the link between children’s rights and policies for young children. (CEC/DEC: 5.1-5.6; EAP-FAU: 4.1, 5.2; NAEYC: 5.2, 5.3)

CONTENT OUTLINE:

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions; Assignments</td>
<td>Clifford &amp; Crawford Ch. 1 &amp; 2</td>
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<td>Head Start website:</td>
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<td><a href="http://www.nhsa.org/">www.nhsa.org/</a></td>
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<td>National Center for Children in Poverty website:</td>
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<td><a href="http://www.ncep.org/">www.ncep.org/</a></td>
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<td>Children’s Defense Fund website:</td>
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<td><a href="http://www.ChildrensDefense.org">www.ChildrensDefense.org</a></td>
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<tr>
<td>Week 2</td>
<td>Head Start/ Early Head Start</td>
<td>Garmezy &amp; Ritter (on Bb)</td>
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<td>Children, Families, &amp; Poverty</td>
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<td>Child Health and Nutrition</td>
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<td>Week 4</td>
<td>Quality early care and education</td>
<td>National Association for the Education of Young Children (NAEYC) website: <a href="http://www.naeyc.org">www.naeyc.org</a></td>
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<td>Guest speaker on “Quality Rating and Improvement System” (QRIS)</td>
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<td>Week 5</td>
<td>Diversity: English Second Language Learners, Children with Special Needs, and Multiculturalism</td>
<td>Readings to be Assigned</td>
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<td>The Impact of Media and Technology</td>
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<td>Week 7</td>
<td>French Primary School German Educational System Children in Japan</td>
<td>Clifford &amp; Crawford Ch. 3, 4, &amp; 5</td>
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<td>Week 8</td>
<td>Early Education in New Zealand Early Education in Sweden Learning from one Another</td>
<td>Clifford &amp; Crawford Ch. 6, 7, &amp; 8</td>
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<td>Week 9</td>
<td>The Developing World: Global Inequalities; Interpreting Poverty; Understanding Early Childhood; Lending A Helping Hand</td>
<td>Penn: p.1-103</td>
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<td>Early Education in Kazakhstan</td>
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<td>Week 10</td>
<td>Early Childhood Country Reports: The Developing World</td>
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<td>Related website:</td>
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<td><a href="http://www.bernardvanleer.org">www.bernardvanleer.org</a></td>
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<td><a href="http://www.unicef.org">www.unicef.org</a></td>
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<td>Early Education in Swaziland</td>
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<td>Early Education in India</td>
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<td>Childhood and Inequality in Brazil</td>
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<td>The Ethics of Intervention</td>
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<td>Penn: p.104-186</td>
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<td>Week 11</td>
<td>Children in Emergencies and Crisis:</td>
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<td>HIV/AIDS, Child Labor, Refugee</td>
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<td>Children, Child Trafficking, Girls</td>
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<td>Education, Starvation, War</td>
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<td>The Impact of Poverty</td>
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<td>UNICEF: Core Commitments for Children in Emergencies</td>
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<td><a href="http://www.unicef.org">www.unicef.org</a></td>
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<td>INEE Minimum Standards for</td>
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<td>Education in Emergencies,</td>
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<td>Chronic Crisis and Early</td>
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<td>Reconstruction (on Bb)</td>
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<td>The International Rescue</td>
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<td>Committee website:</td>
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<td><a href="http://www.theIRC.org">www.theIRC.org</a></td>
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<td>Doctors Without Borders website:</td>
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<td><a href="http://www.DoctorsWithoutBorders.org">www.DoctorsWithoutBorders.org</a></td>
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<td>Week 12</td>
<td>The Case for Advocacy in Early</td>
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<td>Childhood Education</td>
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<td>Contexts and Family Participation</td>
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<td>Political and Private Sector Advocacy</td>
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<td>Kieff, Part I</td>
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<td>Week 13</td>
<td>Developing an Advocacy Agenda:</td>
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<td>Becoming Informed, Selecting</td>
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<td>Strategies, Making Connections</td>
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<td>Kieff, Part II</td>
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<td>Week 14</td>
<td>Advocacy as a Lifestyle:</td>
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<td>Professionalism and Practice</td>
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<td>State, National, and Global Advocacy</td>
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<td>Kieff, Part III</td>
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<td>Week 15</td>
<td>Advocacy Summit</td>
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<td>Students share their topic papers and advocacy plans,</td>
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<td>as a Toppel Family Early Childhood Education Institute</td>
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<td>event. Students, staff, faculty, and community members</td>
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<td>are invited to attend.</td>
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COURSE REQUIREMENTS:
Detailed descriptions of the assignments will be distributed by the instructor

1. Research Paper
   Students will conduct scholarly research and write a paper on a current local, state, or national early childhood issue. The topic must be pre-approved by the instructor. The research paper will include a literature review, analysis and critical discussion, recommendations and future implications, and a bibliography. The minimum length will be 10 pages.
   (50 points, or 25%)

2. Country Report
   Students will write a report about an early childhood system in a country different from the United States. The choice of country should not be one of the countries discussed in class, and the instructor must pre-approve the student’s country of choice. The country report will include the following information if available: the policy environment; curriculum mandates; social, cultural, economic, and linguistic factors; resource allocation; current trends and issues; a review and analysis of the Convention of the Rights of the Child (CRC) report specific to the chosen country; and a bibliography. The minimum length will be 6 pages plus the bibliography.
   (40 points, or 20%)

3. Advocacy Plan
   Students will formulate an effective advocacy plan based on the topic the student selected for the research paper. The advocacy plan will include an informed statement of the problem and definition of the issue: a discussion of existing policies and barriers; the identification of stakeholders and their perspectives; a formulation of the advocacy agenda; the delineation of strategies and tactics which are educational, persuasive, and mobilization focused; implementation and presentation strategies; and a timeline of actions to be taken with individuals to carry out the plan.
   The advocacy plan will be a minimum of 10 written pages, which will be submitted to the instructor. Additionally, the student will present a summarized, brief version of the advocacy plan for discussion at the Advocacy Summit on the last day of class.
   (70 points, or 35%)

4. Monitoring the Media
   Students will continuously monitor the local, national, and international news regarding themes and issues of concern for early childhood policies and practice. During the course of the semester, students will bring to class 2 news articles and a 1 page summary of each article. As students bring in and share their summaries of the articles, the topics will be discussed during the “News Report” section of each class. Students are
expected to actively participate by sharing the 2 articles they bring in, and by responding to and discussing articles shared by their colleagues. The 2 written summaries will be submitted to the instructor.

(20 points, or 10%)

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

(20 points, or 10%)

**Teaching Methodology Includes:**

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Small and large group discussion</th>
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<tr>
<td>Individual reflections</td>
<td>Guest speakers/panel discussion</td>
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<tr>
<td>PowerPoint slides/notes</td>
<td>Student presentations</td>
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<td>Analysis of News Articles</td>
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**Assessment Procedures Include:**

| Written assignments | Individual presentations |

**Grading:**

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<th>Letter Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>191-200</td>
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<td>A-</td>
<td>181-190</td>
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<td>B +</td>
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<td>B</td>
<td>167-173</td>
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<td>B -</td>
<td>161-166</td>
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<td>C+</td>
<td>153-160</td>
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<tr>
<th>Letter Grade</th>
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<td>C</td>
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**ATTENDANCE POLICY:**
A regular attendance policy is expected. In addition, this policy includes active participation in class discussions as well as professional conduct in class. Excused absence will be accepted for medical reasons, prior professional commitment, and observance of designated holidays.

**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:

National


International


**Journals/resources for written assignments:**

- Child Development
- Childhood Education
- Early Childhood Education Journal Quarterly
- ERIC/EECE Newsletter
- Young Children

- Child Study Journal
- Children Today
- Early Childhood Research
- Scholastic Early Childhood Today
- OMEP
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>, "jfurner@fau.edu" <jfurner@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

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

----- 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.

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----- 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
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: Iwebb@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