

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 6219 LAB CODE (L or C) L
 (TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)
 COMPLETE COURSE TITLE
 INTEGRATED CURRICULUM IN EARLY CHILDHOOD

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

CREDITS: 3

TEXTBOOK INFORMATION:
 PRAIRIE, A. (2006). INQUIRY INTO MATH, SCIENCE & TECHNOLOGY FOR TEACHING YOUNG CHILDREN WITH PROFESSIONAL ENHANCEMENT BOOKLET. FLORENCE, KY: DELMAR LEARNING.
 SEEFELDT, C. & GALPER, A. (2006). ACTIVE EXPERIENCES FOR ACTIVE CHILDREN: SOCIAL STUDIES (2ND ED.). UPPER SADDLE RIVER, NJ: MERRILL.

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

COURSE DESCRIPTION, NO MORE THAN 3 LINES:
 THIS COURSE FOCUSES ON AN INTEGRATED MATH, SCIENCE, AND SOCIAL STUDIES CURRICULUM FOR PRESCHOOL PROGRAMS. SPECIAL EMPHASIS WILL BE PLACED ON TEACHING, PLANNING, IMPLEMENTING, AND EVALUATING INTEGRATED CURRICULUM. (20 HOURS FILED EXPERIENCE WILL BE REQUIRED).

PREREQUISITES W/MINIMUM GRADE: *
 EEC 6666 PRINCIPLES AND MODELS OF EC CURRICULUM
 EEX 5015 SURVEY AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION

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

Approved by:
 Department Chair: [Signature]
 College Curriculum Chair: [Signature]
 College Dean: [Signature]
 UGPC Chair: _____

Date:
2/3/10
2/3/10
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/gpc/> to download this form and guidelines to fill out the form.

Dean of the Graduate College: _____

Email this form and syllabus to sfulks@fau.edu and eqirjo@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



**Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University**

Instructor:

Contact Information:

Office Hours:

Class Location/Meeting Time:

Course Number: EEC 6219

COURSE TITLE: Integrated Curriculum in Early Childhood

CATALOG DESCRIPTION:

This course focuses on an integrated math, science and social studies curriculum for preschool programs. Special emphasis will be placed on teaching, planning, implementing and evaluating integrated curriculum. 3 semester hours. 20 hours field experience will be required.

PREREQUISITES: EEC 6666, EEX 5015

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker, the student will plan, implement, and evaluate effective mathematics, science, and social studies instruction in a variety of learning environments for the purpose of enhancing the continuous development of the learner. The student will create and implement effective instructional strategies, materials and technologies in mathematics, science and social studies based on developmentally appropriate curriculum theories. The student will modify, develop, and adapt lessons to meet developmental needs of a range of students.

REQUIRED TEXTS:

- Prairie, A. (2006). *Inquiry into math, science & technology for teaching young children with professional enhancement booklet*. Florence, KY: Delmar Learning
- Seefeldt, C. & Galper, A. (2006). *Active experiences for active children: Social studies*. (2nd ed.). Upper Saddle River, NJ: Merrill.

Additional readings may be required.

RECOMMENDED TEXTS:

- Harlan, J. D. & Rivkin, M. S. (2000). *Science experiences for the early childhood years: An integrated approach*. Upper Saddle River, NJ: Merrill Prentice-Hall.
- Katz, L., & Chard, S. (2000). *Engaging children's minds: The project approach*. (2nd ed.). Stamford, CT: Ablex Publishing.

SUGGESTED RESOURCES:

- American Association for the Advancement of Science. (1993). *Benchmarks for science literacy*. New York: Oxford University Press.
- American Association for the Advancement of Science. (1998). *Dialogue on early childhood science, mathematics, and technology education*. New York: Oxford University Press.
- Florida School Readiness Performance Standards (2001). *Mathematical Process*. Ann Arbor MI: Rebus Inc.
- National Council for the Social Studies. (1998). *Curriculum standards for social studies: Expectations of excellence*. Washington, DC: Author
- National Council of Teachers of Mathematics. (2000). *Professional standards for teaching mathematics*. Reston, VA: Author.
- National Council for the Social Studies Task Force on Revitalizing Citizenship Education. (2002). *Creating effective citizens*. Retrieved from <http://socialstudies.org>

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- Council for Exceptional Children/Division for Early Childhood (CEC/DEC)
- 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

COURSE OBJECTIVES AND COMPETENCIES

Upon completion of this course students will be able to:

1. Identify theories and principals of developmental learning in the content areas. (CEC/DEC: 1.1, 2.1; EAP-FAU: 7.2, 8.1; NAEYC: 1.1, 2.1.3; PK/P: 1.7, 2.1, 4.12)
2. Demonstrate knowledge and understanding of subject matter: mathematics, science and social studies. (CEC/DEC: 2.1; EAP-FAU: 8.1; NAEYC: 2.1.3; PK/P: 6.15, 6.16, 6.17)
3. Identify effective strategies for designing appropriate objectives and developing and implementing lesson plans in mathematics, science and social studies. (CEC/DEC: 2.1.1, 2.1.3; EAP-FAU: 1.1, 4.1, 4.2, 7.1, 7.2, 8.1, 8.2, 10.2; NAEYC: 1.1, 2.1.3; PK/P: 4. 6, 4.10)
4. Identify strategies and materials, including technology, for presenting mathematical ideas and concepts. (CEC/DEC: 2.1, 2.1.1, 2.1.3, 2.1.4; EAP-FAU: 4.1, 4.2, 8.1, 8.2, 10.1, 10.2; NAEYC: 1.1, 2.1.3; PK/P: 4.7, 4.12, 6.15)
5. Identify strategies and materials, including technology, for presenting and facilitating the learning of science processes and concepts. (CEC/DEC: 2.1, 2.1.1, 2.1.3, 2.1.4; EAP-FAU: 4.1, 4.2, 8.1, 8.2, 10.1, 10.2; NAEYC: 1.1, 2.1.3; PK/P: 4.7, 4.12, 6.17).
6. Identify strategies and materials, including technology, for presenting and facilitating the learning of social studies processes and concepts. (CEC/DEC: 2.1, 2.1.1, 2.1.3, 2.1.4; EAP-FAU: 4.1, 4.2, 8.1, 8.2, 10.1, 10.2; NAEYC: 1.1, 2.1.3; PK/P: 4.7, 4.12, 6.16).
7. Identify strategies, activities, and materials to adapt curriculum for children with diverse needs including children with disabilities and children with limited English proficiency. (CEC/DEC: 2.1, 2.1.1- 2.1.13; EAP-FAU: 5.1, 5.2, 7.1, 7.2, 10.1, 10.2, 12.2; NAEYC: 2.1.6, 2.1.8; PK/P: 7.1, 7.4, 7.7)

TENTATIVE CONTENT OUTLINE AND RECOMMENDED READINGS:

Week(s)	Topic(s)	Readings & Assignments Due
1	Theory and Inquiry Overview of content-based instruction	Prairie: Chapter 1 Seefeldt: Chapter 1
2	Thinking and Learning in the content areas. Needs assessment: Children with special needs and English language learners	Prairie: Chapter 2, 4 Seefeldt: Chapter 2

3	Exploration Part 1 Materials & Processes Classifying/Comparing Contrasting	Prairie: Chapter 5, 6, 7,
4	Exploration Part 2 Hypothesis Experimenting Number sense	Prairie: Chapter 8, 9,
5	Curriculum Methods Adapting curriculum for children w/ special needs, English language learners Integrated Lesson Planning and Centers (Thematic) Differentiated Instructional Strategies and Cultural Considerations	Prairie Chapter 12, 13
6	Exploring Math: Activities and Strategies	Prairie: Chapter 10, 14
7	Exploring Math: Activities and Strategies	Prairie: Chapter 15
8	Midterm Exam	
9	Exploring Science Physical Science Earth Science	Prairie: 16, 17 Math Lesson Plan due
10	Exploring Science Life Science: Plants Life Science: Animals	Prairie: 18, 19
11	Exploring Social Studies: Home and Community Different kinds of families	Seefeldt : Chapter 3, 4, 5 Quiz: Science content/skills Science Lesson Plan due
12	Exploring Social Studies: Past and present Mapping Friends	Seefeldt: Chapter 6, 8,9
13	Exploring Social Studies: Beginning economic concepts Democracy and voting Diversity	Seefeldt: Chapter 10, 11, 12
14	Integrated Lesson planning and themes/projects throughout the day	Quiz: Social Studies Content/skills Social Studies Lesson Plan due
15	Student Presentations	Journals Due Integrated Learning Center Due

COURSE REQUIREMENTS:

1. Midterm Exam/ Quizzes (Math, Science, Social Studies)

2. Lesson Plans

Thematic lesson plans will be implemented in the field experience setting.

- a. One lesson plan for integrated math experiences
- b. One lesson plan for integrated science experiences
- c. One lesson plan for integrated social studies experiences

Specific instructions and lesson plan format will be provided in class.

3. Field Experience and Journal

20 hours of field experience in a preschool class are required with a specific focus on math, science and social studies. This field experience may be done in the student's work setting if it is a preschool classroom. A journal must document children's math, science, and social studies learning activities in the classroom, and must include observations, analysis, self-reflection, and cultural and linguistic challenges and perspectives. Each area – math, science, and social studies – must be included. The journal is due on the last day of class.

4. Integrated Learning Center

Students will design a thematic and integrated learning center that incorporates math, science and social studies objectives appropriate for the field experience setting. The center will provide activities/experiences that differentiate instruction for various developmental levels, including children with special needs and English language learners. Students will submit a summary of the design of the center, student engagement with the activities, and evaluation of student learning, and suggestions for follow-up activities.

TEACHING METHODOLOGIES:

Examples include:

Modeling

Guided Practice

Research

Lecture

Discussion

Cooperative Learning Presentations

Use of overhead projector, videos, computer, and other media

ASSESSMENT PROCEDURES:

	% of Course Grade
Exams/Quizzes	40
Lesson Plans	30
Integrated Learning Center	20
Journal	10

GRADING SCALE:

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

All assignments must be completed in order to earn a grade of an "A" in this course.

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.

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

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.

BIBLIOGRAPHY:

- American Association for the Advancement of Science. (1998). *Dialogue on early childhood science, mathematics, and technology education*. New York: Oxford University Press.
- Brown-DuPaul, J., Keyes, T. & Segatti, L. (2001). Using Documentation Panels to Communicate with Families. *Childhood Education* 77(4), 209-213.
- Chaille, C. & Britain, L. (1997). *The young child as scientist: A constructivist approach to early childhood science education*. Boston, MA: Pearson Education, Inc.
- Charlesworth, R. & Lind, K.A. (2003). *Math and science for young children*. Clifton Park, NY: Delmar Learning, Inc.
- Florida School Readiness Performance Standards (2001). *Mathematical Process*. Ann Arbor MI: Rebus Inc.
- Grabe, M. & Grabe, C. (2001). *Integrating technology for meaningful learning*. Boston, MA: Houghton Mifflin Company.
- Harlan, J.D. & Rivkin, M.S. (2000). *Science experiences for the early childhood years: An integrated approach*. Upper Saddle River, NJ: Merrill Prentice-Hall.
- Helm, J.H., & Katz, L. (2000) *Young investigators: The project approach in the early years*. New York: Teachers College Press
- Hirsch, E. (1974). *The block book*. Washington, DC: National Association for the Education of Young Children.
- Jensen, E. (2005). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maple, T.L. (2005) Beyond community helpers: *The project approach in the early childhood social studies curriculum*. *Childhood Education* 81(3), 133-138.
- Matricardi, J. & McLarty, J. (2008). *Social studies activities a to z*. Independence, KY: Cengage Learning..

- National Council for the Social Studies. (1998). *Curriculum standards for social studies. Expectations of excellence*. Washington, DC: Author
- National Council of Teachers of Mathematics. (2000). *Professional standards for teaching mathematics*. Reston, VA: Author.
- National Council for the Social Studies Task Force on Revitalizing Citizenship Education. (2002). *Creating effective citizens*. Retrieved from <http://socialstudies.org>
- Seefeldt, C. (2005). *Social Studies for the Preschool/Primary Child*. Upper Saddle River, NJ: Merrill Prentice-Hall.
- Smith, S.S. (2001). *Early childhood mathematics*. Boston, MA; Pearson Education, Inc.
- Sprague-Mitchell, L. (1971). *Young geographers*. New York, NY: Bank Street College of Education.

JOURNALS:

Arithmetic Teacher
 Bilingual Research Journal
 Childhood Education
 Early Childhood Research Quarterly
 Exceptional Children
 International Reading Association
 Internet TESL Journal for Teachers of English as a Second Language
 The Early Childhood Education Journal
 The Elementary School Journal
 Journal of Research in Childhood Education
 Phi Delta Kappa
 The Social Studies
 Teaching Exceptional Children
 Teaching Children Mathematics
 Young Children

INTERNET SITES (Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)

Examples include:

1. Organizations

American Association for the Advancement of Science (AAAS) www.aaas.org
 Association of Childhood Education International (ACEI) www.acei.org
 Association for Curriculum Development and Supervision (ASCD)
www.ascd.org
 Regional Educational Laboratories
 International Reading Association (IRA) www.ira.org
 National Council for Teachers of Mathematics (NCTM) www.nctm.org
 National Council for the Social Sciences (NCSS) www.ncss.org
 National Education Association (NEA) www.nea.org
 National Association for the Education of Young Children (NAEYC)
www.naeyc.org

Council for Exceptional Children (CEC) www.cec.sped.org
Division of Early Childhood (DEC)/CEC www.dec-sped.org/

2. Reports, Standards, etc.

Florida Department of Education Instructional Resources (Standards) www.firn.edu

3. Resources (Materials, Activities, Lesson Plans, etc.)

Children's Literature www.childrenslit.com

Early Childhood Educators and Family Web Corner

Early Childhood Education On Line

Early Childhood Special Education Resources

Early Connections-Tech. In Early Childhood Education

www.education-world.com

EdWeb

Imaginizium

Internet Sites for Early Childhood Development

Kid's Almanac www.yahooligans.com

www.LeapFrogSchoolHouse.com

www.lessonplans.page.com

Multicultural Literature Resource

Multiple Intelligence Theory

www.tesol.edu

The Children's Literature Web Guide

www.theideabox.com

Mathematics

National Council for Teachers of Mathematics <http://www.nctm.org>

Organization for Community Networks

www.ofcn.org/cyber.serv/academy/ace/math/elem.html

LD Online www.ldonline.org

Science

Aha! – Lesson Plans and Projects in Science www.best.com/%7Eaha/

Extreme Science www.extremescience.com/

National Marine Mammal Lab <http://nmm101.afsc.noaa.gov/education>

NSTA Lesson Plans <http://thechalkboard.com/nsta.html>

Weather Underground www.wunderground.com/

Social Studies

Dennis Boal's History/Social Studies for K-12 Teachers

www.execpc.com/~dboals/boals.html

Economics Resources for K-12 Teachers

<http://ecedweb.unomaha.edu/teach.htm>

Florida Geographic Alliance

<http://multimedia2.freac.fsu.edu/fga/lessonplans.html>

History and Social Studies Lesson Plans www.execpc.com/~dboals/

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>, "jfulner@fau.edu" <jfulner@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.

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

*concerns addressed at COE GPC
meeting on 1/27/10
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

Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu <<mailto:mbrady@fau.edu>>

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