

FLORIDA ATLANTIC UNIVERSITY™

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME:
 CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY

COLLEGE OF:
 EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEC COURSE NUMBER 6932 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

EFFECTIVE DATE

(first term course will be offered)

Fall 2010

CREDITS: 3

TEXTBOOK INFORMATION:

CLIFFORD, R. M., & CRAWFORD, G. M. (2009). BEGINNING SCHOOL: U.S. POLICIES IN AN INTERNATIONAL PERSPECTIVE. NEW YORK, NY: TEACHERS COLLEGE PRESS

KIEFF, J. (2009). INFORMED ADVOCACY IN EARLY CHILDHOOD CARE AND EDUCATION: MAKING A DIFFERENCE FOR YOUNG CHILDREN AND FAMILIES. UPPER SADDLE RIVER, NJ: PEARSON EDUCATION, INC.

PENN, H. (2006). UNEQUAL CHILDHOODS: YOUNG CHILDREN'S LIVES IN POOR COUNTRIES. NEW YORK AND LONDON: ROUTLEDGE, TAYLOR AND FRANCIS.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR 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 W/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, ybhagwan@fau.edu, 7-3579
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: James McLaughlin

College Curriculum Chair: Linda Welch

Date:

2/3/10

2/3/10

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

Written Consent—required from all departments affected.

College Dean: _____

Valerio J. Buxton

UGPC Chair: _____

Dean of the Graduate College: _____

2/3/10

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

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.



Department Name
Florida Atlantic University
Semester and Year

Instructor
Contact Information
Classroom Location and Meeting Times

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:

Clifford, R.M., & Crawford, G.M. (2009). *Beginning school: U.S. policies in an international perspective*. New York, NY: Teachers College Press.

Kieff, J. (2009). *Informed advocacy in early childhood care and education: Making a difference for young children and families*. Upper Saddle River, NJ: Pearson Education, Inc.

Penn, H. (2006) *Unequal childhoods: Young children's lives in poor countries*. New York and London: Routledge, Taylor and Francis.

Additional required readings will be assigned.

RECOMMENDED READINGS:

Evans, J. (2000). *Early childhood counts: A programming guide on early childhood care for development*. Washington, DC: World Bank.

Jensen, M., & Hannibal, M. (2000). *Issues, advocacy, and leadership in early education*. Boston, MA: Allyn & Bacon.

Kagan, S., & Stewart, V. (Eds.) (2005). *A new world view: Learning from education in other countries [Special issue]*. Phi Delta Kappan.

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/OMEF 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:

Week(s)	Topic(s)	Readings/Assignments
Week 1	Introductions; Assignments Overview of National Issues	Clifford & Crawford Ch. 1 & 2 Sharon Kagan: Policy Matters Framework (on Bb)
Week 2	Head Start/ Early Head Start Children, Families, & Poverty Child Health and Nutrition	Head Start website: www.nhsa.org/ National Center for Children in Poverty website: www.nccp.org/ Children’s Defense Fund website: www.ChildrensDefense.org
Week 3		Garmezy & Ritter (on Bb)

	<p>Children and Trauma: Abuse, Neglect, Violence, Loss, and Natural Disasters</p> <p>Refugee Children in Our Schools</p>	<p>Ch. 6 Stress in Infancy Ch.7 Stress & Coping in Early Development</p> <p>Greenman (on Bb) <i>What happened to the world?</i></p> <p>Adams & Kirova Ch. 14 by Szente & Hoot Exploring the Needs of Refugee Children in our Schools (on Bb)</p>
Week 4	<p>Quality early care and education</p> <p>Guest speaker on “Quality Rating and Improvement System” (QRIS)</p>	<p>National Association for the Education of Young Children (NAEYC) website: www.naeyc.org</p>
Week 5	<p>Diversity: English Second Language Learners, Children with Special Needs, and Multiculturalism</p> <p>The Impact of Media and Technology</p>	<p>Readings to be Assigned</p>
Week 6	<p>Overview of International Issues Convention on the Rights of the Child, Millennium Development Goals; Education for All</p>	<p>Related websites: www.unicef.org www.unesco.org www.crin.org www.childrightscampaign.org</p>
Week 7	<p>French Primary School German Educational System Children in Japan</p>	<p>Clifford & Crawford Ch. 3, 4, & 5</p>
Week 8	<p>Early Education in New Zealand Early Education in Sweden Learning from one Another</p>	<p>Clifford & Crawford Ch. 6, 7, & 8</p>
Week 9	<p>The Developing World: Global Inequalities; Interpreting Poverty; Understanding Early Childhood; Lending A Helping Hand</p> <p>Early Education in Kazakhstan</p>	<p>Penn: p.1-103</p>

	Early Childhood Country Reports: The Developing World	Related website: www.bernardvanleer.org www.unicef.org/rightsite
Week 10	Early Education in Swaziland Early Education in India Childhood and Inequality in Brazil The Ethics of Intervention	Penn: p.104-186
Week 11	Children in Emergencies and Crisis: HIV/AIDS, Child Labor, Refugee Children, Child Trafficking, Girls Education, Starvation, War The Impact of Poverty	UNICEF: Core Commitments for Children in Emergencies www.unicef.org INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (on Bb) The International Rescue Committee website: www.theIRC.org Doctors Without Borders website: www.DoctorsWithoutBorders.org
Week 12	The Case for Advocacy in Early Childhood Education Contexts and Family Participation Political and Private Sector Advocacy	Kieff, Part I
Week 13	Developing an Advocacy Agenda: Becoming Informed, Selecting Strategies, Making Connections	Kieff, Part II
Week 14	Advocacy as a Lifestyle: Professionalism and Practice State, National, and Global Advocacy	Kieff, Part III
Week 15	Advocacy Summit Students share their topic papers and advocacy plans, as a Toppel Family Early Childhood Education Institute event. Students, staff, faculty, and community members are invited to attend.	

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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:

Lectures	Small and large group discussion
Individual reflections	Guest speakers/panel discussion
PowerPoint slides/notes	Student presentations
Analysis of News Articles	

Assessment Procedures Include:

Written assignments	Individual presentations
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Grading:

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

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

ATTENDANCE POLICY:

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

Carnegie Task Force on Meeting the Needs of Young Children. (1994). *Starting points: Meeting the needs of our youngest children*. New York, NY: Carnegie Corporation.

- Cochran, M. (2008). *Finding our way: The future of American early care and education*. Washington, DC: National Infant & Toddler Child Care Initiative, Zero to Three.
- Erwin, E.J. (1996). *Putting children first: Visions for a brighter future for young children and their families*. Baltimore, MD: Paul H Brookes Publishing Co., Inc.
- Goffin, S. (2007). *Ready or not: Leadership choices in early care and education*. New York, NY: Teachers College Press.
- Kirp, D.L. (2007). *The sandbox investment: The preschool movement and kids-first politics*. Cambridge, MA: Harvard University Press.
- Neugebauer, R., & Neugebauer, B. (2003). *The art of leadership: Managing early childhood organizations*. Washington, DC: NAEYC.
- The Teaching Tolerance Project. (1997). *Starting small: Teaching tolerance in preschool and the early grades*. Montgomery, AL: Southern Poverty Law Center.

International

- Adams, L., & Kirove, A. (Eds.) (2006). *Global migration and education: Schools, children, and families*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Barnett, W. S., & Boocock, S.S. (1998). *Early care and education for children in poverty: Promises, programs, and long-term results*. Albany, NY: State University of New York Press.
- Bhavnagri, N.P. (Ed.) (2001). The global village: Migration and education. *Childhood Education Infancy Through Early Adolescence [Annual Theme Issue]*. Association for Childhood Education International.
- Connolly, P., & Hayden, J. (2007). *From conflict to peace building: The power of early childhood initiatives - Lessons from around the world*. Redmond, WA: Exchange Press.
- Eldering, L., & Leseman, P. (Eds.) (1994). *Early intervention and culture: The interface between theory and practice*. The Hague, Netherlands: Netherlands National Commission for UNESCO.
- Ernest, J., & Killoran, I. (Eds.) (2004). Challenging issues and rays of hope. *Childhood Education Infancy Through Early Adolescence [International Focus Issue]*. Association for Childhood Education International.
- Inter-Agency Network for Education in Emergencies (2004) *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*. Paris, France: UNESCO.
- Koo, R., & Harlin, R.P. (Eds.) (2001). Learning in nontraditional environments: An international perspective. *Childhood Education Infancy Through Early Adolescence [International Focus Issue]*. Association for Childhood Education International.
- Miller, S.A., & Rodd, J. (Eds.) (2002). Going to school around the world. *Childhood Education Infancy Through Early Adolescence [International Focus Issue]*. Association for Childhood Education International.
- Office of the United Nations High Commissioner for Human Rights. (2004). *Teaching human rights: Practical activities for primary and secondary schools*. Geneva, Switzerland: United Nations Publication.
- Olmsted, P.P., & Weikart, D.P. (1989). *How nations serve young children: Profiles of child care and education in 14 countries*. Ypsilanti, MI: The High/Scope Press.

- Organisation for Economic Co-Operation and Development. (2006). *Starting strong II: Early childhood education and care*. Paris, France: Author.
- Surbeck, E., Moyer, J., & Klein, A. (Eds.) (2003). *Teaching democracy throughout the world. Childhood Education Infancy Through Early Adolescence [International Focus Issue]*. Association for Childhood Education International.
- Swiniarski, L., Breitborde, M., & Murphy, J. (1999). *Educating the global village: Including the young child in the world*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Tobin, J.J., Wu, D.Y.H., & Davidson, D.H. (1989). *Preschool in three cultures: Japan, China, and the United States*. New Haven, CT: Yale University Press.
- Torkington, K., & Landers, C. (1999). *Enhancing the skills of early childhood trainers*. Paris, France: UNESCO.
- United Nations Children's Fund. (2007). *Climate change and children*. New York, NY: UNICEF.
- United Nations Children's Fund. (2007). *Children and the millennium development goals: Progress toward a world fit for children*. New York, NY: UNICEF.
- United Nations Children's Fund. (2007). *A world fit for us: The children's statement from the UN special session on children: Five years on*. New York, NY: UNICEF.
- United Nations Children's Fund. (2008). *The state of the world's children: Child survival*. New York, NY: UNICEF.
- United Nations Children's Fund. (2007). *Progress for Children: A world fit for children*. New York, NY: UNICEF.
- United Nations Educational, Scientific, and Cultural Organization. (2002). *Universal declaration on cultural diversity*. Paris, France: UNESCO.
- United Nations Educational, Scientific, and Cultural Organization. (2003). *EFA Global monitoring report: Gender and education for all- The leap to equality*. Paris, France: UNESCO.
- Wang, X.C., & Aldridge, J. (Eds.) (2007). *Re-examining diversity issues in childhood education. Childhood Education Infancy Through Early Adolescence. [Annual Theme Issue]*. Association for Childhood Education International.
- Weikart, D.P. (2000). *Early childhood education: Need and opportunity*. Paris, France: UNESCO International Institute for Educational Planning.
- World Organization for Early Childhood Education. (2007). *Policies report: Education for children from 0-3 years*. Santiago, Chile, South America: OMEP (author).
- Young, M.E. (1996). *Early childhood development: Investing in the future*. Washington, DC: The World Bank.

Journals/resources for written assignments:

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

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

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

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

Thank you,

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