

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: EEC 6711	CURRENT COURSE TITLE: COMMUNICATION ARTS IN EARLY CHILDHOOD EDUCATION
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): Summer 2013	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CREATIVE ARTS FOR YOUNG CHILDREN  CHANGE PREFIX FROM: _____ TO: _____  CHANGE COURSE NO. FROM: _____ TO: _____  CHANGE CREDITS <sup>2</sup> FROM: _____ TO: _____  CHANGE GRADING FROM: _____ TO: _____  CHANGE DESCRIPTION TO: This course will address children's creative processes and classroom practices with the goal of promoting children's artistic expression in the visual arts, dance/movement, music, & drama. Assessment of creative processes and products will be included, as well as inclusive & multicultural contexts and arts activities.	CHANGE PREREQUISITES/MINIMUM GRADES TO*:    CHANGE COREQUISITES TO*:    CHANGE REGISTRATION CONTROLS TO:  *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. NO	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup> Please see attached email communication.

Faculty contact, email and complete phone number:  
 Yash Bhagwanji, ybhagwan@fau.edu, 7-6594

<b>Approved by:</b> Department Chair: <u>Gail Bynaford</u> College Curriculum Chair: <u>P.R. Palmer</u> College Dean: <u>Walter J. Bristor</u> UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	<b>Date:</b> <u>2/6/13</u> <u>2/26/13</u> <u>3/4/13</u>	1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a>  2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a>  3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

CCEI Request for Changes in Course Syllabus for EEC 6711

Rationale

In order to align with new standards and effective practices in early childhood education, the CCEI Department would like to request changes in the syllabus for *EEC 6711 Communication Arts in Early Childhood Education*. The requests pertain to changes in the course title and catalog description, as well as relevant changes in required readings, course objectives, and assignments that are in support of the new course description.

We are requesting a course title change to *Creative Arts for Young Children*, in order to reflect and incorporate:

- (a) the most current and latest versions of the Florida Early Learning Standards, the Head Start Outcomes Framework Document, the VPK Standards, and the Palm Beach County Core Competencies;
- (b) arts integration in early childhood curriculum for all the creative arts, not just the visual arts; and
- (c) multicultural arts content, which reflects more accurately the demographics of our diverse student populations in South Florida.

The new alignment reflects creative arts as an important instructional element in organizing children’s learning in the content areas, as opposed to the content area of language arts as being the primary organizing factor in curriculum development and implementation. The table below summarizes the critical changes that are requested:

Syllabus Component:		
Course Number and Title	EEC 6711 Communication Arts in Early Childhood Education	EEC 6711 Creative Arts for Young Children
Catalog Description	The focus of this course is on experiences designed to sequentially develop, extend, and improve basic communication skills in early childhood education and the development of instructional approaches which effectively relate the communication arts to the total curriculum.	This course will address children’s creative processes and classroom practices with the goal of promoting children’s artistic expression in the visual arts, dance/movement, music, and drama. Assessment of creative processes and products will be included, as well as inclusive and multicultural contexts and arts activities.
Required Reading	Jalongo, M. (2003). <i>Early childhood language arts</i> . Needham Heights, MA: Allyn & Bacon.	Isenberg, J., & Jalongo, M. (2012). <i>Creative thinking and arts-based learning</i> . Upper Saddle River, NJ: Pearson.
Course Objectives	<ol style="list-style-type: none"> <li>1. Investigate appropriate practices for planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the area of emergent and developing language and literacy to include: (a) pre-reading and reading, (b) pre-writing, and (c) receptive, (d) expressive, and (e) interpretative communication.</li> <li>2. Identify curriculum methods and materials that provide for the language needs of children,</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the characteristics of creativity and their impact on children’s thinking, creative processes, and creative products.</li> <li>2. Demonstrate knowledge of developmentally appropriate classroom activities in visual arts, music, dance/movement, and drama.</li> <li>3. Demonstrate effective implementation and assessment of creative arts activities in emergent, thematic, and other curricular approaches.</li> <li>4. Demonstrate knowledge of the</li> </ol>

	<p>including children with disabilities and children who have limited English proficiency.</p>	<p>value of, and options for, creative arts events in schools and communities.</p> <ol style="list-style-type: none"> <li>5. Demonstrate the ability to create and implement effective curriculum adaptations in inclusive and multicultural settings.</li> <li>6. Demonstrate skill in identifying and including community resources in children’s art-based curriculum.</li> <li>7. Demonstrate the ability to present, critique, and revise thematic arts lessons with professional colleagues.</li> </ol>
<p><b>Required Assignments</b></p>	<ol style="list-style-type: none"> <li>1. Complete chapter review for each chapter in the textbook.</li> <li>2. At the beginning of every class, each student will participate in a “creative” activity of their choice each week.</li> <li>3. Students will keep a personal journal and will utilize the last 10 minutes of each class period for – writing “Write Right In The Environment” (WRITE).</li> <li>4. Students will design a writing center and identify developmentally appropriate materials for the center.</li> <li>5. Students will make and/or have children make two (2) Predictable Big Books for use in their present or future classroom.</li> <li>6. Students will complete a “Box Book” and a Story Quilt” as an in-class project.</li> <li>7. Complete observations at selected school and classroom sites. Focus on aspects of communication arts, reading, writing, listening and speaking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will write a paper defining creativity in their own words and describing specific instances where creativity has been a part of their professional and personal lives.</li> <li>2. Theme-based Lesson Plans. Students will select one of the following themes: communities, natural environments, family history, fashion past and present, arts and culture, inventions, or the world of the future. The selected theme will guide the lesson plans, demonstrating an integrated approach.</li> <li>3. Students will write an action plan for current or future implementation, identifying and describing changes related to the creative arts that will be made in their classrooms.</li> <li>4. Students will write a list of community arts resources for children, in the community where they live or where they teach, or in the wider community of South Florida. This should include the name, location, and a description of at least 5 community resources. Students will actually visit a community art resource for children (i.e. children’s museum, children’s theater, resource depot, etc.). Students will write a response paper including a description of the activities and arts-related value for children, and possible ways the resource could be part of an arts integrated early childhood curriculum.</li> </ol>

		<p>5. For each week's assigned reading(s), students will write a 1 page in-class reflection paper which will be submitted to the instructor.</p>
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Department of Curriculum, Culture, and  
Educational Inquiry (CCEI)  
Florida Atlantic University  
Semester and Year

Instructor  
Contact Information  
Classroom Location and Meeting Times

**COURSE NUMBER & TITLE:**

EEC 6711 Communication Arts in Early Childhood

**CATALOG DESCRIPTION:**

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

Pre-requisite: EEC 6666 Principles and Models of EC Curriculum.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

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

**REQUIRED TEXTS:**

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

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

**AUDIO/VISUAL TECHNOLOGY:**

Internet      PowerPoint      Videos

## **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

National Association for the Education of Young Children (NAEYC)

State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)

Specialization Competencies (PK/P)

Florida Educator Accomplished Practices - Preprofessional = (EAP)

Educator Accomplished Practices for FAU (EAP-FAU)

FAU College of Education Conceptual Framework (C-F)

Florida Sunshine State Standards, Curriculum Frameworks

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

### **COURSE OBJECTIVES:**

Students will:

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

## COURSE OUTLINE:

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

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

### **COURSE REQUIREMENTS:**

The instructor will distribute detailed descriptions of the assignments in class

1. “Creativity” Paper

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

(10%)

2. Theme-based Lesson Plans (critical assignment; please see Appendix A for scoring rubric)

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

This assignment has two components:

a) Written lesson plans (this is a critical assignment, requiring Livetext submission)

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

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

(20%)

b) Art lessons with children

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



be additionally presented in class for discussion and analysis with colleagues.  
(20%)

3. Action Plan

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

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

(20%)

4. Community Resources

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

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

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

(15%)

5. Reflection Papers

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

(15%)

**FIELD EXPERIENCE:** Minimum of 8 clock hours in a classroom

**Teaching Methodology Includes:**

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

**Assessment Procedures Include:**

written assignments	presentations in class
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## Grading:

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

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

### **ATTENDANCE POLICY:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

### **ACADEMIC HONESTY**

All university students are held to high levels of integrity. One mark of that is academic honesty, which includes plagiarism. On page 349 of the *Publication Manual* of the American Psychological Association (APA), plagiarism is defined as:

*”Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.”*

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances,” is strictly adhered to in this course. The regulation states:

*”(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.*

*(2) The following shall constitute academic irregularities:*

*(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.*

*(b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.*

*(c) Other activities which interfere with the educational mission within the classroom.”*

Be especially careful about cutting and pasting text from websites. You may not do so without using quotation marks for the text and citing the source, and you should be sparing in your use of online quotes. There are severe academic penalties for plagiarism, and it is your obligation to remain honest in your use of others' writing.

## **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (A.D.A.): Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton in the Student Support Service Building SU 80, Room 133 (297-3880); in Davie - MOD I (954-236-1222); or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

Michelle Shaw, Coordinator  
Office for Students with Disabilities  
[mshaw@fau.edu](mailto:mshaw@fau.edu)  
561-297-1263 or 561-297-3880

## **BIBLIOGRAPHY:**

- Althouse, R., Johnson, M.H., & Mitchell, S.T. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum*. New York, NY: Teachers College Press.
- Bleiker, C.A. (1999). The development of self through art: A case study for early art education. *Art Education*, 52(3), 48-52.
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- Dixon, G.T., & Chalmers, F.G. (1990). The expressive arts in education. *Childhood Education*, 67(1), 12-17.
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- Edwards, C., Gandini, L., & Forman, G. (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education*. Norwood, NJ: Ablex Publishing Corporation.
- Epstein, A. S., & Trimis, E. (2002). *Supporting young artists: The development of the visual arts in young children*. Ypsilanti, MI: High/Scope Press.
- Fox, J., & Diffily, D. (2000). Integrating the arts: Building young children's knowledge, skills, and confidence. *Dimensions of Early Education*, 29(1), 3-10.

Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco, CA: Jossey-Bass.

Goldberg, M.R., & Phillips, A. (1992). *Arts as education*. Cambridge, MA: Harvard Educational Review.

Goldberg, M. (2006). *Integrating the arts: An approach to teaching and learning in multicultural and multilingual settings*. Boston, MA: Pearson Education, Inc.

Jensen, E. (2001). *Arts with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Koster, J.B. (2009). *Growing artists: Teaching the arts to young children*. Clifton Park, NY: Thomson Delmar Learning.

Libby, W.M.L. (2002). *Enriching the curriculum with art experiences*. Albany, NY: Delmar Thomson Learning Inc.

Morris, J. (2002). The imagination station: A drama education program for preschool teachers. *Youth Theatre Journal*, 16, 38-47.

Schirmacher, R. (2008). *Art and creative development for young children*. Albany, NY: Delmar.

Thompson, S. C. (2005). *Children as illustrators: Making meaning through art and language*. Washington, DC: National Association for the Education of Young Children.

Torrance, E. (1995). *Creativity in the classroom*. Washington, DC: National Education Association.

Wachowiak, F., & Clements, R.D. (2006). *Emphasis Art: A qualitative art program for elementary and middle schools*. Boston, MA: Pearson Education, Inc.

Wright, S. (2003). *The arts, young children, and learning*. Boston, MA: Pearson Education Inc.

Wurm, J.P. (2005). *Working in the Reggio way: A beginner's guide for American teachers*. St Paul, MN: Redleaf Press.

**Journals:**

Child Development	Child Study Journal
Childhood Education	Children Today
Early Childhood Education Journal	Early Childhood Research Quarterly
ERIC/EECE Newsletter	Exceptional Child
ESOL Journal	TESOL Journal
NABE News (National Association for Bilingual Education)	
Scholastic Early Childhood Today	Young Children

## Critical Assignment Rubric

**Description of Assignment:** Students will write two theme-based lesson plans for each of the following arts areas: Visual art, Music, Movement/Dance, and Drama.

**Standard:** Procedural Knowledge

**Indicator:** The student will plan activities with identified performance and learning outcomes.

Assessment	Exceeds Expectation	Meets Expectations	Does Not Meet Expectations
Plan activities	Based on an evaluation of the needs of a specific group of children, a specific and developmentally appropriate theme and a set of eight developmentally appropriate creative art activities were selected.	Based on an evaluation of the needs of a group of children, a general and developmentally appropriate theme and a set of eight developmentally appropriate creative art activities were selected.	The evaluation of the needs of a specific group of children was not comprehensive or provided in detail, or a developmentally appropriate theme was not identified, or the creative art activities were not appropriate.
Identified performance and learning outcomes	Based on a thorough evaluation of the early learning standards (VPK and Sunshine State), three performance or learning outcomes were appropriately identified for each creative art activity.	Based on a thorough evaluation of the early learning standards (VPK and Sunshine State), two performance or learning outcomes were appropriately identified for each creative art activity.	A thorough evaluation of the early learning standards (VPK and Sunshine State) was not conducted, or the performance or learning outcomes were not appropriate for the creative art activities.

## Gail Burnaford

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**From:** Sue Graves  
**Sent:** Friday, February 08, 2013 10:17 AM  
**To:** Gail Burnaford  
**Subject:** RE: reminder - please review CCEI Request for Change in Course Syllabus for EEC 6711

Gail, The ESHP Department does not have any conflicts with this course change. Regards, Sue

B. Sue Graves, Ed. D., HFS, FACSM, FISSN

Department Chair

Exercise Science and Health Promotion Department

Florida Atlantic University

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Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

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**From:** Gail Burnaford  
**Sent:** February 07, 2013 2:40 PM  
**To:** Sue Graves; Barbara Ridener; Robert Shockley; Deena Wener  
**Subject:** reminder - please review CCEI Request for Change in Course Syllabus for EEC 6711

Conflicts?

Thanks.

g

Gail E. Burnaford, Ph.D.

Professor and Interim Chair

Ph.D. Program Coordinator

Department of Curriculum, Culture and Educational Inquiry

College of Education

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<http://www.coe.fau.edu/faculty/burnafor/>

Visit our Department Website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI>

I've reviewed the syllabi and proposed changes for EEC 6711 to *Creative Arts for Young Children*. This change does not overlap with the courses or curriculum in ESE. Rather, your changes will supplement our curriculum options by enabling students in our department to add course work to their programs. Good luck with your changes.

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)

**From:** Paul Peluso  
**Sent:** Tuesday, February 05, 2013 2:32 PM  
**To:** Gail Burnaford  
**Subject:** Re: CCEI Request for Change in Course Syllabus for EEC 6711

Hi Gail,

This does not seem to interfere with any CE courses.

Thanks

Paul

Sent from my iPhone

On Feb 5, 2013, at 1:32 PM, "Gail Burnaford" <[burnafor@fau.edu](mailto:burnafor@fau.edu)> wrote:  
Hello gang,

Just running this Early Childhood course revision around to be sure this does not interfere or conflict with any of your courses.

It has a new name, updated content and new course description. Rationale is attached as well as the syllabi.

We'd like to submit for GPC approval next week.

Just send me an email if you will.

Thanks.

g

**From:** Gail Burnaford  
**Sent:** Tuesday, February 05, 2013 1:32 PM

**To:** Michael Brady; Sue Graves; Barbara Ridener; Paul Peluso; Robert Shockley; Deena Wener  
**Subject:** CCEI Request for Change in Course Syllabus for EEC 6711

Hello gang,

Just running this Early Childhood course revision around to be sure this does not interfere or conflict with any of your courses.

It has a new name, updated content and new course description. Rationale is attached as well as the syllabi.

We'd like to submit for GPC approval next week.

Just send me an email if you will.

Thanks.

Gail,

I see no conflicts with EDLRM. Bob

-----  
Robert Shockley, Chair  
Department of Educational Leadership and Research Methodology  
Florida Atlantic University  
777 Glades Rd.  
Boca Raton, FL 33431  
561.297.3551  
Shockley@fau.edu

From: Gail Burnaford  
Sent: Thursday, February 07, 2013 2:40 PM  
To: Sue Graves; Barbara Ridener; Robert Shockley; Deena Wener  
Subject: reminder - please review CCEI Request for Change in Course Syllabus for EEC 6711

Conflicts?

Thanks.

g



## Kristy De Meo

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**From:** Gail Burnaford  
**Sent:** Monday, February 11, 2013 1:58 PM  
**To:** Kristy De Meo  
**Subject:** FW: CCEI Request for Change in Course Syllabus for EEC 6711

late – but this is the final one.

Gail E. Burnaford, Ph.D.  
Professor and Interim Chair  
Ph.D. Program Coordinator  
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Visit our Department Website:  
<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:  
<https://www.facebook.com/fauCCEI>

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**From:** Barbara Ridener  
**Sent:** Monday, February 11, 2013 1:13 PM  
**To:** Gail Burnaford  
**Subject:** RE: CCEI Request for Change in Course Syllabus for EEC 6711

No conflicts

Dr. Barbara Ridener, Chair  
Department of Teaching and Learning  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431

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**From:** Gail Burnaford  
**Sent:** Monday, February 11, 2013 9:00 AM  
**To:** Deena Wener; Barbara Ridener  
**Subject:** CCEI Request for Change in Course Syllabus for EEC 6711

Per my emails last week, any conflicts?

Thanks.

g

Gail E. Burnaford, Ph.D.  
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Ph.D. Program Coordinator  
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