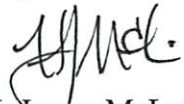


February 3, 2010

Dear Graduate Program Committee and Council:

The Department of Curriculum, Culture, and Educational Inquiry is proposing a 36 - credit degree program, Master's of Education in Early Childhood Education. The program replaces the current Master's in Curriculum and Instruction, in Pre-kindergarten/Primary Education. Attached you will find the request to offer the new degree program. Consensus was reached by the College of Education Graduate Programs Committee, as recorded in the January 27, 2010 minutes, to forward the request to the University Graduate Programs Committee for review at their February 10, 2010 meeting.

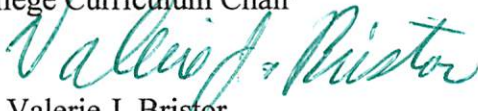
Thank you in advance for your time and consideration of our proposal.



Dr. H. James McLaughlin
Chair, Curriculum, Culture, and Educational Inquiry



Dr. Linda Webb
College Curriculum Chair



Dr. Valerie J. Bristor
Dean and Professor, College of Education

Dr. William McDaniels
UGPC Chair

Dr. Diane Alperin
Interim Provost

**Florida Board of Governors
Request to Offer a New Degree Program**

Florida Atlantic University
University Submitting Proposal

Summer or Fall 2010
Proposed Implementation Date

College of Education
Name of College or School

Curriculum, Culture, and Educational Inquiry
Name of Department

Early Childhood Education (ECE)
Academic Specialty or Field

M.Ed.: ECE - CIP Code 13.0101
Complete Name of Degree/CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	President	Date
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Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs	Date
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Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	15	8.44	\$142,323.35	\$20,000	\$16,862.96
Year 2	18	10.125			
Year 3	20	11.25			
Year 4	20	11.25			
Year 5	20	11.25	\$132,450.94	\$0	\$11,773.42

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The Department of Curriculum, Culture, and Educational Inquiry (CCEI) is proposing a 36-credit degree program, Master of Education in Early Childhood Education. This program replaces the current Master's in Curriculum and Instruction, in Prekindergarten/Primary Education. The program represents and includes recent research, theory, and quality practice in the interdisciplinary field of early childhood education and responds to the current increase in demand for early childhood professionals. To strengthen the interdisciplinary focus, the Department of Exceptional Student Education (ESE) additionally supports the program with courses that incorporate a more inclusive content so that graduates gain knowledge and teaching skills for young children with a range of developmental issues. The design of the proposed program includes the revision of two existing courses, the creation of four new courses, and the deactivation of five courses deemed as outdated.

The M.Ed. in Early Childhood Education program provides early childhood content expertise for practicing professionals who will assume a variety of leadership roles in their educational settings, school districts, or the non-profit sector. Some of these early childhood leadership roles are: classroom teacher, curriculum consultant, curriculum supervisor, child and family advocate, child services coordinator, education services coordinator, family services coordinator, program administrator, and program director.

This degree is *not* designed as an initial teacher preparation or certification program. Rather, the program builds on the knowledge and experience of practicing educators. This focus is consistent with the mission and philosophy of the graduate programs in the CCEI Department. The design also reflects an expanded approach to the current field of early childhood teacher education, emphasizing the role of teacher as practitioner, researcher, and advocate. Faculty from the departments of CCEI and ESE developed the program and adhered to the goal of preparing educators to respond to challenges both local and worldwide.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/StrategicResources>)**

The proposed new program is consistent with the current State University System (SUS) Strategic Planning Goals for 2005-2013, adopted by the Board of Governors in 2005. The new degree directly supports Goal #1: Access to and production of degrees; Goal #2: Meeting statewide professional and workforce needs; and Goal #3: Building world-class academic programs and research capacity. The new degree indirectly supports Goal #4: Meeting community needs and fulfilling unique institutional responsibilities, based on Florida Atlantic University's commitment to the development of the Toppel Family Early Childhood Education Institute.

Florida's Next Generation PreK-20 Education Strategic Plan, approved in 2008, intends to educate and prepare a globally competitive workforce. The proposed early childhood education degree directly supports the Plan's focus area #3: Expand opportunities for post-secondary degrees and certificates, with the objective of increasing the diversity and number of SUS students who enroll in and complete upper division programs of study. The degree program similarly supports the Plan's focus area #4: Improve the quality of teaching in the education system, with the objective of improving the quality of preparation programs and professional development. Additionally, the degree program indirectly supports the Plan's focus area #1: Strengthen foundational skills, with the objective of producing highly qualified early childhood teachers and leaders who will more effectively educate young children.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Quality early childhood education continues to be a high priority and focal point for educational initiatives at the national, state, and local levels. Based on research conducted throughout the United States, the National Association for the Education of Young Children recommends graduate degrees in early childhood education with the purpose of creating the cadre of early childhood leaders for the future. The *Journal of Early Childhood Teacher Education* continues to publish cutting edge research that guides the content of graduate degree programs. In greater and greater numbers, researchers are indicating that a positive relationship exists between the educational preparation of early childhood professionals and the quality of early care and education programs for children (Early, Bryant, Pianta, Clifford, Burchinal, Ritchie, et al., 2006). Further, a significant positive connection has been made between professional development, quality programming, and positive child outcomes (Early, Maxwell, Burchinal, Alva, Bender, Bryant, et al., 2007; Whitebook, Gomby, Bellm, Sakai, & Kipnis, 2009). In an age of growing national concern regarding school readiness, and with increasing academic demands on young children entering kindergarten, the education of early childhood teachers and leaders is critically important. In collaboration with the Obama Administration, and in support of the development of advanced degrees in early childhood education, a federal House Resolution called the "Early Learning Challenge Fund" was passed in September 2009. If approved by the U.S. Senate, the initiative will provide \$8 billion over 8 years to improve standards and training professionals in serving children from infants to preschoolers.

Resulting from significant research on early brain development (National Research Council and Institute of Medicine, 2000), and following the national trend for assessment and educational equity promoted in the No Child Left Behind law, there has been a national trend to develop statewide early Learning and Quality Rating Systems for early childhood education. The State of Florida has recently approved Early Childhood Core Competencies for Teacher Practitioners, as well as revised learning standards for young children from birth to 5 years of age. States across the U.S. have identified the need for high quality early childhood education due to the increasing numbers of women in the workforce, corporations providing child care and education, and heightened attention to early literacy that is correlated with future school success. The National Institute for Literacy (2008) has identified research-

based indicators that distinctly demonstrate what young children need in order to be successful in school and in life. It has become evident that teachers must be educated to meet these societal and workforce needs.

At the local level, Palm Beach County's Children's Services Council continues to fund a county-wide interdisciplinary Professional Development group that is collectively developing a career ladder for the education of early childhood professionals. FAU participates and is substantively involved in this group. The M.Ed. in Early Childhood Education program is considered a prominent part of the top end of education and training in South Florida. Lacking trained professionals with comprehensive content knowledge of theory and practice in early childhood, there is a serious need for well-educated early childhood leaders in preschools and in the school districts. In many school districts, teachers without proper training are being placed in early childhood classrooms. There are increasing numbers of English language learners in early childhood classrooms, along with children who have special needs. Teachers must learn to teach all these young children effectively. The low level of educational preparedness and high turnover rate for teachers of young children can be changed and improved with education and training. The proposed M.Ed. program provides teachers with knowledge of child development and curriculum and enables teachers to teach effectively and to assume leadership roles in their educational settings and communities.

FAU continues to partner with the early childhood professional community, specifically with PBC Children's Services Council, Palm Beach County Head Start, Family Central, The Broward Early Learning Coalition, Palm Beach State College (formerly Palm Beach Community College), The Institute of Excellence, Redland Migrant Head Start, PBC Literacy Coalition, Hispanic Human Resources Council, and the PBC School District. In each of these institutions there is a network of professionals waiting to enroll in our proposed M.Ed. in Early Childhood Education program.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

At professional recruitment seminars, conference presentations, community meetings, and through numerous phone communications, prospective students have indicated a strong interest in enrolling in the M.Ed. in Early Childhood Education program. Conversations with the Director of Early Childhood Education from the Palm Beach County School District indicate that there are approximately 20 teachers who have expressed an interest in the proposed program. It appears that increasing numbers of teachers will be enrolling in the future. Similarly, a significant number of teachers in Broward County have inquired about the program.

This December 2009 we will be graduating our first alumni from FAU's recently approved Bachelor of Early Care and Education (BECE) degree. The BECE closed the gap and provided a professional career path for early childhood educators. BECE alumni are a pool of potential students for the new proposed M.Ed. in Early Childhood Education program. Several of these students have already mentioned that they want to continue to the Master's level. Additionally, more than 70 people have applied to enter the Bachelors in Early Care and Education program, which augurs well for future enrollment in the Master's program.

- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

There are Master's-level Early Childhood Education programs offered in Florida's State University System at the following locations: Florida International University in Miami, University of Central Florida in Orlando, Florida State University in Tallahassee, Florida Gulf Coast University in Naples, and University of Florida in Gainesville. This new program will serve FAU's designated service areas of Broward, Indian River, Martin, Okeechobee, Palm Beach, and St. Lucie counties, counties not served by any of the other Florida public universities.

In the private university sector, Master's-level Early Childhood Education programs are offered at Barry University, Nova Southeastern University, and Lynn University, all in South Florida. Due to budget constraints, Barry University has eliminated its graduate program in Early Childhood. The other two institutions impose high tuition rates and fees, making it unaffordable to many educators.

FAU's new M.Ed. in Early Childhood Education program has been reviewed by faculty from the University of Central Florida and found to be of high quality, meeting all professional recommendations and guidelines from the National Association for the Education of Young Children. We will not collaborate with UCF on instruction for FAU's new degree program but we are open to future deliberations regarding shared research projects, especially through the Toppel Institute.

- D. Use Table 1 (1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The headcount for the M.Ed. in Early Childhood Education program is projected to steadily increase from an initial intake of 15 students in the first year of its implementation to an enrollment of 20 new students in Year 3 and beyond. The corresponding FTEs are projected to rise from 8.44 in Year 1 to 11.25 in Year 3 and after. The rationale underlying the enrollment is based on the number of students who will come from internal sources (i.e., students changing majors from the M.Ed. in Curriculum and Instruction to M.Ed. in Early Childhood Education, and following up from the Bachelors in Early Care and Education program) and external sources (i.e., students transferring from other universities, out-of-state students, international students, and new students from federally-funded, state-funded, county-funded, or private early childhood centers or programs).

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

The College of Education, the Department of Curriculum, Culture, and Educational Inquiry, the Toppel Family Early Childhood Institute, and the Karen Slattery Child Development Center (the early childhood university lab school) are all deeply committed to a diverse student body. Reflecting the diverse demographic profile of South Florida, outreach has begun to recruit students from traditionally underrepresented groups by networking with local community agencies, early learning coalitions, and at

national, state and local conferences and events. Specific efforts to increase access include extensive collaboration with minority community leaders from Head Start, Hispanic Human Resources, and the Redland Christian Migrant Association, through shared projects and grants, personal communication, involvement in community functions, and planned recruitment activities and programs. Potential barriers to access will be identified and addressed. Concentrated efforts will be made to increase access through financial aid and scholarships for minorities and diverse populations, in coordination with foundations, state scholarships, grants, and the FAU Office of Financial Aid.

Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The projected cost for Year 1 is \$142,323.35, with E&G and C&G as its funding sources. The program is supported by reallocated E&G funds in its entirety. The funds will cover salaries and benefits for 7 faculty members, 3 of whom will teach the Early Childhood Education courses, with the remaining 4 teaching courses in Research Foundations, and Curriculum and Instruction.

Year 5's projected cost is \$132,450.94, with its funding source being E&G only. No additional funds are required after base reallocation.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

No other programs will be negatively impacted by any reallocation of resources because this degree replaces another Master's Degree. No additional resources are required.

The M.Ed. in Early Childhood Education program will positively impact enrollment in FAU's Bachelor of Early Care and Education program because students will be inspired to continue their education. The students in the new M.Ed. in Early Childhood Education program will benefit through ongoing professional development, research, and service opportunities offered by the Toppel Family Early Childhood Education Institute at FAU.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There are no negative impacts on related programs or departments. The M.Ed. in Early Childhood Education program will potentially increase enrollment in currently offered courses. High quality Master's level courses would be available as electives for students enrolled in other degree programs that include electives. In addition, upon completion of the M.Ed. in Early Childhood Education program, students may enroll in the doctoral program in Curriculum and Instruction to further their research and professional goals.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Significant steps have been taken to secure resources available outside the institution. The university's Development Office has initiated a campaign to raise funds for the Toppel Family Early Childhood Education Institute in collaboration with early childhood degree programs. In the 2008 – 2009 academic year, \$270,000 was received through grants and gifts. Specifically, a gift from the Lattner Foundation will fund the early childhood advocacy project, for students enrolled in one of the Master's courses. A gift of \$20,000 for a Master's program scholarship was received. Funding priorities for the Toppel Institute campaign include projects, research, and interdisciplinary activities related to all aspects of early childhood education. Potential individual donors, small and large foundations, and grant sources have been identified. Phase One of the campaign has begun, and responses have been overwhelmingly positive.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The new program is responsive to multiple needs at the university, local, and state levels. By including the recommendations of two prominent professional national organizations (the National Association for the Education of Young Children and the Council for Exceptional Children) and the incorporation of content from eight education disciplines (Art, Mathematics, Multicultural Education, Science, Social Studies, Special Education, Reading Education, and TESOL/Bilingual Education), a state-of-the-art program is created. This benefits the university as students from sources previously not served will now be able to enroll in a program that meets their varied learning needs at the university. An additional annual enrollment of five students from sources such as federally-funded (e.g., Head Start), state-funded (e.g., Voluntary Pre-Kindergarten), and private programs is expected by Year 3. FTE is projected to rise from 8.44 in Year 1 to 11.25 in Year 3 and beyond.

The local community benefits because this new program is in direct response to their calls for an advanced degree for educators from multiple educational agencies and settings. For example, the Director of Early Childhood Education at the Palm Beach County School District has indicated that approximately 20 teachers from her program have indicated interest in the new Master's program.

As the federal government disburses the anticipated \$8 billion from the Early Learning Challenge initiative, both the university and the state are poised to benefit as a result of the new program. The new program has been designed to address the varied learning interests of multiple sources of students representing many types of early childhood agencies and centers. No matter whom the recipients of these national funds will be, the university will benefit as students from the local community and state enroll in the new Master's program.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)**

Exempt- this is not a Bachelor's degree.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Exempt- this is not a Bachelor's degree.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Exempt- this is not a Bachelor's degree.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Exempt- this is not a Bachelor's degree.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The goals of the proposed degree program relate to the institutional mission statement as contained in the SUS Strategic Plan (see I.B.). Florida Atlantic University's mission to "promote academic and personal development" and to fulfill its mission through "excellence and innovation in teaching" is certainly evident in the new proposed Master's degree. The new degree program is also consistent with the first four goals of the FAU Strategic Plan.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed M.Ed. program in Early Childhood Education builds on existing institutional strengths in two significant ways. First, it completes a high quality career path for early childhood educators, providing a "next step" career option for graduates of FAU's recently approved Bachelor of Early Care and Education degree program. Second, the Toppel Early Childhood Education Institute, recently established at FAU, includes Early Childhood Master's students in its academic learning community, thus extending their research, advocacy, and practice opportunities and activities.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

A Master's program in Early Childhood Education was offered for many years in the College of Education. In approximately 1996, the state changed many of the program and certification requirements for early childhood education. At that time the College of Education lacked the resources (i.e. faculty) to redesign the program. The decision was made to offer a specialization area for Early Childhood Education in the Master's in Curriculum and Instruction program until an adequate review could be completed.

Due to an increased demand for early childhood professionals, the addition of early childhood faculty, and the creation of the Toppel Family Early Childhood Education Institute, a review of the Master's level offerings was undertaken. In 2007, an early childhood team consisting of faculty from the Department of Curriculum, Culture, and Educational Inquiry, and the Department of Exceptional Student Education, was convened to develop a new Master's Degree. The team included Dr. Peggy Goldstein, Dr. Yash Bhagwanji, Dr. Michael Brady (Department Chair of ESE), and Dr. Nancy Brown (Director of the Toppel Institute). After a year and a half of deliberations and the actual development of the degree and preliminary syllabi, it was determined that a new Master's Degree was optimal and, in fact, necessary. Dr. Valerie Bristor, who was serving as Interim Dean of the College of Education, was consulted and approved the idea of moving forward with the new degree concept. Questions then emerged regarding the appropriate CIP code, necessitating input from FAU's Provost's office and the Florida Department of Education. It was decided that the General Education CIP code should be used

Kristy Demeo

From: Sue Graves
Sent: Wednesday, January 20, 2010 10:03 AM
To: H. James McLaughlin; Mike Brady; ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu
Cc: Linda L Webb; Kristy Demeo; Valerie Bristor
Subject: RE: M.Ed. In Early Childhood Education
Attachments: image001.png

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

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: January 15, 2010 11:20 AM
To: Mike Brady; Sue Graves; ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu
Cc: Linda L Webb; Kristy Demeo; Valerie Bristor
Subject: M.Ed. In Early Childhood Education

Colleagues:

I am attaching the proposal for a Master's degree program in Early Childhood Education. This e-mail contains the application form and the course proposal forms for the 5 new courses in the program. A second e-mail will have the syllabi for those 5 courses. This program was developed in conjunction with the Chair and faculty from the Department of Exceptional Student Education. It will provide an advanced program option for graduates of the CCEI/ESE Bachelors in Early Care and Education, and for early childcare providers with bachelor's degrees.

Please review the courses, and let me know if they do not conflict with the curriculum or coursework in your departments. I would appreciate a response by Monday, January 25. Thanks, and have a good New Year.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education Building
Florida Atlantic University

because the new proposed Master's Degree is not an initial teacher preparation degree.

In Fall 2008, the new Master's in Early Childhood Education program was presented for approval to the Department of Curriculum, Culture, and Educational Inquiry (CCEI) which would potentially offer the degree. Faculty were enthusiastic about the degree but recommended significant revisions to the new course syllabi, specifically regarding the inclusion of additional instructional strategies and accompanying research to help teachers serve young children who are English language learners. Following extensive syllabi revisions, the Department approved the new Master's Degree in May 2009.

The next action steps for the new degree program approval are: 1) College of Education Graduate Programs Committee, 2) Dean of the College of Education, 3) Provost's Office (including review of budgetary and enrollment considerations), 4) Dean of Graduate Studies, 5) University Graduate Program Committee, 6) University Faculty Senate, 7) University Provost, 8) University President to BOT Committee on Academic and Student affairs, and 9) FAU Board of Trustees. The Provost's Office then transmits the new degree proposal to the FLBOG Office of Academic and Student Affairs, with documentation of BOT approval. Upon notification that the new degree is on the Academic Program Inventory, FAU may offer the new degree. The anticipated date for offering the M.Ed. in Early Childhood Education program is Fall 2010.

Planning Process

Date	Participants	Planning Activity
August 2005 – May 2006	Dr. Nancy Brown, Director of The Toppel Family Early Childhood Institute (FAU) Dr. Yash Bhagwanji Dr. Michael Brady Dr. Peggy Goldstein	Met with early childhood community leaders from Palm Beach and Broward counties and FAU faculty from multiple departments to solicit feedback about professional development needs of students, practicing teachers, and other professional staff. Identified a need for a more up-to-date Master's program in early childhood, reflecting current professional theory and best practices. Investigated programs offered at other Florida universities; learned about process for obtaining approval for new programs. Consent was received from department, college, and university officials to work on the new program.
August 2006 – May 2007	Dr. Nancy Brown, Dr. Yash Bhagwanji, Dr. Michael Brady, and Dr. Peggy Goldstein	The "early childhood team" was established; a curriculum for an M.Ed. in Early Childhood Education was developed collaboratively. Drs. Bhagwanji and Goldstein took the lead in drafting four new courses and revising two existing courses. Drs. Brown and Brady provided feedback; further revisions were made in the syllabi for the new program by Drs. Bhagwanji and Goldstein.
June 2007 – July 2008	Dr. Nancy Brown, Dr. Yash Bhagwanji, Dr. Michael Brady, and Dr. Peggy Goldstein	The new M.Ed. Early Childhood Education was introduced at faculty meetings of the Department of Curriculum, Culture, and Educational Inquiry. The proposed course syllabi were discussed extensively at the monthly department meetings, and feedback sought through email. Drs. Bhagwanji and Goldstein obtained course numbers for new courses. Drs. Brown and Bhagwanji revised the syllabi by incorporating suggestions from the department faculty.

August 2008 – April 2009	Dr. Nancy Brown, Dr. Yash Bhagwanji	Meetings were held with individual faculty with content area expertise (e.g., Art Education, Multicultural Education, Mathematics and Science Education, Social Studies, Reading and Literacy, TESOL and Bilingual Education). Their suggestions were incorporated in the syllabi. M.Ed. Early Childhood Education syllabi were finalized. Additional admissions requirements were included.
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Events Leading to Implementation

Date	Implementation Activity
May 2009	The new M.Ed. in Early Childhood Education program was presented to CCEI Department for approval. The program was officially approved by the department faculty.
Spring 2010	The program will be reviewed by the College of Education’s Graduate Curriculum Committee, University Graduate Programs Committee, University Faculty Senate, University Council Committee for Academic and Student Affairs, University Provost, University Board of Trustees, and the University President.

VII. Program Quality Indicators – Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution’s progress in implementing the recommendations.

The proposed M.Ed. in Early Childhood Education program will be reviewed for approval by NCATE in 2014. No other accreditation visits are planned. Because this is a new degree program, there are no recommendations that require follow-up.

Internally, the College of Education’s Early Childhood Team, and especially the CCEI Department Chair, will review the overall program after the first year of program implementation. Faculty evaluations (SPOTS) and student performance and enrollment will be monitored by the Department Chair on an ongoing basis to ensure continual improvement.

The Karen Slattery Child Development Center, which will serve as the demonstration school for the M.Ed. in Early Childhood Education program, has been fully accredited by the National Association for the Education of Young Children (NAEYC). It has participated in the Quality Instruction System (QIS) of Palm Beach County, and has received a 4-star (highest) rating, an indicator of program excellence.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Expected student outcomes associated with the proposed degree are aligned with the recommendations of the National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC). The categories are similar to those identified in Florida Department of Education’s Teacher Competencies for Birth-4 years and PreK-Grade 3:

1. Knowledge of child growth and development
2. Knowledge of foundations
3. Knowledge of research, standards, and trends

4. Knowledge of effective practices
5. Knowledge of issues and strategies for family and community involvement
6. Knowledge of developmentally appropriate curriculum
7. Knowledge of diverse needs of all children and their families
8. Knowledge of diagnosis, assessment, and evaluation
9. Knowledge of child guidance and classroom behavioral management

B. Describe the admission standards and graduation requirements for the program.

Admission standards for the program include:

- Bachelor's degree from a regionally accredited college or university
- Grade point average of 3.0 or higher in the last 60 semester hours of undergraduate study attempted prior to the granting of the bachelor's degree, and a minimum combined score of 800 on the verbal and quantitative portions of the Graduate Record Examination (GRE), or
- Grade point average between 2.50 and 2.99 in the last 60 semester hours of undergraduate study attempted prior to the granting of the bachelor's degree, and a minimum combined score of 1,000 on the verbal and quantitative portions of the Graduate Record Examination (GRE)
- Graduate Record Examination scores that are not more than five years old
- Admission into the Graduate College
- Admission into the Department of Curriculum, Culture, and Educational Inquiry
- International students must meet other FAU requirements that are specified on the Graduate College website (<http://www.fau.edu/graduate/applyIntl.php>)

Graduation requirements for the program include:

- Completed 6 credit hours of the required statistics and research courses
- Completed 27 credit hours of core early childhood courses
- Completed a 3-credit hour capstone course
- Completed at least 24 credit hours at the 6000-level
- Achieved a grade point average of at least 3.0 on all graduate work attempted
- Recommended for the degree by the faculty of the College of Education

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The total number of semester credit hours is 36, which includes:

Early Childhood Core – 27 credits

Capstone Experience – 3 credits

Research Core – 6 credits

There are no electives, thesis, or dissertation requirements.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The following describes the areas of emphasis within the program, followed by a semester-by-semester sequence course of study:

Areas of emphasis

1. *College of Education Research Core* (6 credits)

STA 6113 Educational Statistics	3 credits
EDF 6481 Educational Research	3 credits

2. *Early Childhood Core* (27 credits)

EEX 5015 Survey and Assessment in Early Childhood Education and Early Childhood Special Education	3 credits
EEX 5017 Atypical Development Early Childhood and Exceptional Student Education	3 credits
EEX 5245 Methods in Early Childhood and Exceptional Student Education	3 credits
EEX 5755 Family and Community Resources in Early Childhood and Exceptional Student Education	3 credits
EEC 6219 Math, Science, and Social Studies in Early Childhood	3 credits
EEX 6264 Strategies and Environments that Promote Positive Behavior in Young Children	3 credits
EEC 6666 Principles and Models of Early Childhood Curriculum	3 credits
EEC 6711 Creative Arts for Young Children	3 credits
EEC 6932 Seminar in Early Childhood Education: Local, National and International Issues	3 credits

3. *Capstone Experience* (3 credits)

EDG 6285 Program Evaluation	OR	3 credits
EDF 6918 Action Research in School and Communities	OR	3 credits
EEC 6947 Field Project/Portfolio in Early Childhood Education		3 credits

Semester-by-semester sequence course of study

Fall Semester (Year 1) – 9 credits

STA 6113 Educational Statistics
EEC 6666 Principles and Models of Early Childhood Curriculum
EEX 5017 Atypical Development Early Childhood/ESE

Spring Semester (Year 1) – 9 credits

EDF 6481 Educational Research
EEC 6711 Creative Arts for Young Children
EEX 5015 Survey and Assessment in Early Childhood Education/ECSE

Summer Semester (Year 1) – 3 credits

EEC 6219 Math, Science, and Social Studies in Early Childhood

Fall Semester (Year 2) – 9 credits

EEX 5245 Methods in Early Childhood and Exceptional Student Education

EEX Strategies and Environments that Promote Positive Behavior in Young Children
EEC 6932 Seminar in Early Childhood Education: Local, National, and International Issues

Spring Semester (Year 2) – 6 credits

EEX 5755 Family and Community Resources in Early Childhood/ESE

EDG 6285 Program Evaluation **OR**

EDF 6918 Action Research in School and Communities **OR**

EEC 6947 Field Project/Portfolio in Early Childhood Education

E. Provide a one- or two-sentence description of each required or elective course.

Course Number: STA 6113

Course Title: Educational Statistics

Catalog Description:

This course provides students with a broad knowledge of statistical concepts and techniques necessary for critical consumption of educational research.

3 semester hours

Course Number: EDF 6481

Course Title: Educational Research

Catalog Description:

This course focuses on the development of skills necessary to locate, interpret, and analyze educational research. Emphasis is also placed on the concepts involved in the critical consumption of educational research.

3 semester hours

Course Number: EEX 5015

Course Title: Survey and Assessment in Early Childhood Education and Early Childhood Special Education

This course provides students with the historical, legal, educational, and theoretical rationales for the observation and assessment of young children (birth to age 8). Included will be intellectual, psychosocial, physical, emotional, and educational assessment instruments, procedures, and research implications.

3 semester hours

Course Number: EEX 5017

Course Title: Atypical Development Early Childhood Exceptional Student Education

Catalog Description:

This course provides students with knowledge of theories of typical and atypical child development, with emphasis on stages and sequences of skill acquisition and the impact of disabilities and biomedical risk factors on learning from birth to age 8.

3 semester hours

Course Number: EEX 5245

Course Title: Methods in Early Childhood Special Education

Catalog Description:

This is a comprehensive course on instructional practices, curriculum and materials to facilitate early development and learning for young children with special needs and children at risk for developmental or learning problems. The course will include best practice in teaching and facilitating learning in

natural environments and inclusive settings.

3 semester hours

Course Number: EEX 5755

Course Title: Family and Community Resources in Early Childhood Special Education

Catalog Description:

This course will focus on family collaboration and support, with emphasis on family systems theory and interaction, community resources, case management and transition for infants, toddlers, and young children with special needs.

3 semester hours

Course Number: EEC 6219

Course Title: Math, Science, and Social Studies 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 in these curricular areas. 20 hours field experience will be required.

3 semester hours

Course Number: EEX 6264

Course Title: Strategies & Environments that Promote Positive Behavior in Young Children

Catalog Description:

The course focuses on promoting positive behavior and reducing challenging behavior in children with and without disabilities from infancy to grade 3. Methods and materials using research-based, developmentally appropriate practices are covered.

3 semester hours

Course Number: EEC 6666

Course Title: Principles and Models of Early Childhood Curriculum

Catalog Description:

This course will provide a conceptual framework for the analysis and practical implementation of early childhood curriculum models. 10 hours of field experience required.

3 semester hours

Course Number: EEC 6711

Course Title: Creative Arts for Young Children

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. There is a minimum requirement of 8 hours of field experience.

3 semester hours

Course Number: EEC 6932

Course Title: 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

Course Number: EDG 6285

Course Title: Program Evaluation in Curriculum and Instruction

Catalog Description:

This course is designed to enable students in Curriculum and Instruction to survey program evaluation strategies used in Curriculum and Instruction content areas. An emphasis is placed on analyzing and interpreting evaluation literature in subject specific areas. In addition, students will examine national and state trends in program evaluation.

3 semester hours

Course Number: EDF 6918

Course Title: Action Research in Schools and Communities

Catalog Description:

During this course students engage in collaborative planning for doing action research based on an inquiry question grounded in practice. The readings provide historical, critical, and conceptual frameworks for action research locally, nationally, and internationally.

3 semester hours

Course Number: EEC 6947

Course Title: Field Project/Portfolio in Early Childhood Education

The field project is an individually designed learning activity and culminating experience for graduate early childhood education students. Students have the opportunity to develop their professional strengths and interests and to create a professional portfolio.

3 semester hours

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

Exempt – not a degree program in the science and technology disciplines.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

This degree program will be reviewed for accreditation by NCATE during the next NCATE accreditation visit to the College of Education in 2014. In addition, the degree program is aligned with the recommended guidelines of the professional organizations, the National Association for the Education of Young Children and the Council for Exceptional Children.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Exempt – not a doctoral program.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than**

normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The new degree program will be delivered in the same way as the program it is replacing. Courses will be offered through a rotation on the Boca, Davie, and Jupiter campuses. The degree is cost neutral and will require no further funding. The degree will not be offered in collaboration with other public or private universities.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Please see Table 4

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The following summarizes projected costs and funding sources for Year 1:

Dr. Bhagwanji is a tenured Associate Professor on a 9-month contract and will be responsible for teaching four courses in the program. His salary and benefits of \$37,956 will be reallocated E&G funds.

Dr. Burnaford is a tenured Professor on a 9-month contract and will be responsible for teaching one course in the program. Her salary and benefits of \$13,776.88 will be reallocated E&G funds.

Dr. Darling is a tenured Associate Professor on a 9-month contract and will be responsible for teaching two courses in the program. Her salary and benefits of \$17,609 will be reallocated E&G funds.

Dr. Goldstein is a tenured Associate Professor on a 9-month contract and will be responsible for teaching two courses in the program. Her salary and benefits of \$19,202.50 will be reallocated E&G funds.

Dr. Lieberman is a tenured Associate Professor on a 9-month contract and will be responsible for teaching one course in the program. Her salary and benefits of \$9,604 will be reallocated E&G funds.

Dr. McLaughlin is a tenured Professor and Department Chair on a 12-month contract and will be responsible for teaching one course in the program. His salary and benefits of \$12,789.38 will be reallocated E&G funds.

Dr. Morris is a tenured Professor on a 9-month contract and will be responsible for teaching one course in the program. His salary and benefits of \$15,206 will be reallocated E&G funds.

Total salaries and benefits in Year 1 = \$126,143.75 in reallocated E&G funds.

The following summarizes projected costs and funding sources for Year 5:

Dr. Bhagwanji is a tenured Associate Professor on a 9-month contract and will be responsible for teaching four courses in the program. His salary and benefits of \$39,853.80 will be reallocated E&G funds.

Dr. Burnaford is a tenured Professor on a 9-month contract and will be responsible for teaching one course in the program. Her salary and benefits of \$14,465.72 will be reallocated E&G funds.

Dr. Darling is a tenured Associate Professor on a 9-month contract and will be responsible for teaching two courses in the program. Her salary and benefits of \$18,489.45 will be reallocated E&G funds.

Dr. Goldstein is a tenured Associate Professor on a 9-month contract and will be responsible for teaching two courses in the program. Her salary and benefits of \$20,162.63 will be reallocated E&G funds.

Dr. Lieberman is a tenured Associate Professor on a 9-month contract and will be responsible for teaching one course in the program. Her salary and benefits of \$10,084.20 will be reallocated E&G funds.

Dr. McLaughlin is a tenured Professor and Department Chair on a 12-month contract and will be responsible for teaching one course in the program. His salary and benefits of \$13,428.84 will be reallocated E&G funds.

Dr. Morris is a tenured Professor on a 9-month contract and will be responsible for teaching one course in the program. His salary and benefits of \$15,966.30 will be reallocated E&G funds.

Total salaries and benefits in Year 5 = \$132,450.94 in reallocated E&G funds.

C. Provide the number of master’s theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications
Yash Bhagwanji	2 - Member	1 - Chair 4 - Member	1 book (co-editor), 1 peer-reviewed monograph, 8 peer-reviewed articles, 14 non-peer reviewed articles, 9 funded evaluation reports
Gail Burnaford	N/A	12 - Chair 2 - Member	4 books, 3 book chapters, 13 peer-reviewed articles, 10 funded evaluation reports
Sharon Darling	N/A	N/A	2 books, 2 book chapters, 5 peer-reviewed articles
Peggy Goldstein	N/A	N/A	1 book, 6 peer-reviewed articles
Mary Lieberman	N/A	12 - Member	20 peer-reviewed articles
H. James McLaughlin	N/A	12 - Chair 4 - Member	2 books; 15 peer-reviewed articles; 1 reviewed monograph; 6 book chapters; 2 non-peer reviewed publications; 1 funded evaluation report
John Morris	1 - Chair	14 - Chair 170 - Member	2 books, 2 monographs, 76 peer-reviewed articles, 6 non-peer reviewed articles

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Please see Appendix A for Institutional Effectiveness and Analysis Data.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Books related to early childhood education total 2,499, and represent a comprehensive collection of contemporary early childhood professional literature.

A list of journals and periodicals in the FAU library, and accessible through the databases of the library at FAU, that related to early childhood care and education include:

- Advances in Early Education and Day Care*
- Attorneys for the Rights of the Child Newsletter*
- Australasian Journal of Early Childhood*
- Australian Journal of Early Childhood*
- Biracial Child*
- Care Around the Clock: Developing Child Care Resources Before Nine and After Five*
- Child*
- Child and Adolescent Mental Health*
- Child and Adolescent Social Work*
- Child and Family Social Work*
- Child and Youth Care Forum*
- Child Care Bulletin*

Child Care, Health and Development
Child Care in Practice: Northern Ireland Journal of Multi-Disciplinary Child Care Practice
Child Care Quality: Does it Matter and Does it Need to be Improved?
Child Care: Recent State Policy Changes Affecting Availability of Assistance for Low-Income Families
Child Development
Child Development Perspectives
Child Indicators Research
Child Labor in Agriculture: Changes Needed to Better Protect Health and Educational Opportunities
Child Language Teaching and Therapy
Child life
Child Study Journal
Child Psychiatry and Human Development
Contemporary Issues in Early Childhood
Day Care and Early Education
Development and Psychopathology
Developmental Psychology
Directory of Selected Early Childhood Programs
Early Childhood and Care
Early Childhood Digest
Early Childhood Education
Early Childhood Education Digest
Early Childhood Education Journal
Early Childhood Education: The Year in Review
Early Child Development and Care
Early Childhood Folio
Early Childhood Reporter
Early Childhood Research and Practice
Early Childhood Research Quarterly
Early Childhood Update
Early Development and Parenting
Early Human Development
European Early Childhood Education Research Journal
First peoples Child and Family Review
Gifted Child newsletter
Gifted Child Quarterly
Gifted Child Today
Gifted Child Today Magazine
Infant and Child Development
Infant Behavior and Development
Infant Mental Health Journal
Infant Observation
International Journal of Early Childhood
International Journal of Early Years Education
Journal of Child and family Studies
Journal of Child Language
Journal of Early Childhood Literacy
Journal of Early Childhood Research
Journal of Early Childhood Teacher Education
Journal of Infant, Child, and Adolescent Psychology

Journal of Pediatric and Mental Health
Journal of the Division for Early Childhood
K-3 Bulletin of Teaching Ideas and Materials
Meeting the Needs of Today's Workforce: Child Care Best Practices
Monographs of the Society for Research in Child Development
National Head Start Bulletin
New Directions for Child and Adolescent Development
New Directions for Child Development
Relational Child and Youth Care Practice
Research in Child Education
Scholastic Early Childhood Today
Scholastic Parent and Child
Topics in Early Childhood Special Education
Views: An Early Childhood Special Education Newsletter
Young Children

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Additional library resources are not anticipated. Current journal subscriptions will continue and as enrollment in the new degree increases, library resources will be reviewed at a later date.

Library Director

Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

An analysis of the FAU and College of Education resources indicates that the current facilities are totally adequate for the new M.Ed. in Early Childhood Education program. Additionally, a classroom is now available at the Slattery lab school. In the future, when the anticipated Toppel Institute building is constructed, there will be two more classroom spaces that can be used for courses in the new degree program.

All Early Childhood faculty have individual offices in the College of Education. In addition, the COE has allocated Room 334 (a suite of offices including a conference area and two staff offices) as a temporary home of the Toppel Family Early Childhood Education Institute. The plans for the Toppel Institute building include visiting faculty offices as well.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

The proposed new degree is cost neutral; therefore no other additional spaces are necessary to implement or maintain the program through Year 5.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Currently, the Slattery lab school is available as a demonstration site of best practices in early childhood education for the new degree program. Students can do observations, projects, and research, for their courses, and these activities will continue. Field-based hours are part of the coursework in the new program. The Slattery lab school's philosophy is representative of the theory and practice that would be taught in the proposed degree program.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

No additional specialized equipment is needed to implement or sustain the proposed program through Year 5.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

No additional special categories of resources are needed to implement the program through Year 5. However, because the Early Childhood degree programs are linked with the Toppel Family Early Childhood Education Institute, students and faculty will benefit from the Institute's fundraising campaign in terms of seminars and related professional activities. The Toppel Institute will enrich the new degree program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

There are several sources of tuition funding for the M.Ed. in Early Childhood Education program. The College of Education has received a \$20,000 scholarship grant for the Master's program in Early Childhood Education. This scholarship grant will cover tuition fees for 10 students at six credits per student during Year 1.

Family Central, a community partner and referral and resource (R&R) agency for early childhood programs or providers, will cover tuition for its participating teacher employees who are enrolled in Master's early childhood degree programs in State Universities. Additionally, Palm Beach Community College administers scholarship money from Children's Services Council for Master's students who are teachers at preschools participating in the Quality Counts initiative. However, these scholarships are awarded directly to students and do not constitute grants awarded to the university.

The College of Education will fund a graduate assistant for the Toppel Institute, which supports the proposed new Early Childhood Education program, for Year 1. The new degree program is housed in the CCEI department, which is responsible for the administrative structure and implementation of the program.

While the College of Education and the Toppel Institute will seek more funding devoted to scholarships and assistantships during the initial 5 years and beyond, the following summarizes a breakdown of known scholarships and graduate assistantships (and does not include scholarships directly awarded to students from early childhood resource agencies):

<u>Graduate Assistantships</u>			<u>Scholarships</u>		
<u>Year</u>	<u>Stipend & Tuition</u>	<u>#GAs</u>	<u>Year</u>	<u>Amount</u>	<u>#Students</u>
1	\$16,179.60	1	1	\$20,000	10 @ 6 credits
2	Not known	Not known	2	Not known	Not known
3	Not known	Not known	3	Not known	Not known
4	Not known	Not known	4	Not known	Not known
5	Not known	Not known	5	Not known	Not known

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Internships and practicum experiences are not required for the program.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

No new costs are anticipated. The program is cost neutral.

References

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National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. J. P. Shonkoff & D.A. Phillips (Eds.). Washington, DC: National Academy Press.

Whitebook, M., Gomby, D., Bellm, D., Sakai, L., & Kipnis, F. (2009). *Preparing teachers of young children: The current state of knowledge, and a blueprint for the future*. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment.

APPENDIX A

Evidence that the academic unit associated with this new degree has been productive in teaching, research, and service:

INSTRUCTION (Teaching)

Productivity Data (FTE produced by level)

Annualized State-Fundable FTE Produced by Level

	CCEI Total*			COE Total**		FAU Total	
	2006-2007	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Undergraduate	N/A	N/A	212.9 (13.6%)	1662.9 (12.8%)	1561.6 (12.1%)	12957.7	12908.9
Graduate	N/A	N/A	68.5 (11.5%)	597.1*** (28.6%)	593.9*** (28.5%)	2086.7	2080.9

Sources: Data obtained from Student Data Course File and Based on State-Fundable Credit Hours; IEA

Note: CCEI did not become a department until 2007-2008

* CCEI percentages denote portion out of COE total

** COE percentages denote portion out of FAU total

*** Data for CCEI graduate FTE is underreported due to errors in the system

Effectiveness Data

Mean Rating of Satisfaction with Instruction and Advising in Program

Student Satisfaction survey is done every two years. 2006-07 and 2008-09 were the most recent years.

		CCEI*		COE Total**		FAU Total**	
		2007/ 2008	2008/ 2009	2006 /2007	2008/ 2009	2006 /2007	2008- 2009
Undergraduate	Quality of courses in degree program	N/A	N/A	3.2	3.2	3.0	3.2
	Quality of instructors in program	N/A	N/A	3.2	2.9	3.0	3.2
	Quality of advising (COE)	N/A	N/A	2.9	3.0	2.7	3.0
	Quality of advising (faculty)	N/A	N/A	3.0	3.1	2.8	3.1
Graduate	Quality of courses in degree program	N/A	3.4	3.2	3.3	3.1	3.3
	Quality of instructors in program	N/A	3.4	3.3	3.4	3.2	3.4
	Quality of advising (COE)	N/A	2.8	2.7	2.9	2.8	2.9
	Quality of advising (faculty)	N/A	3.0	3.0	3.1	3.1	3.1

Sources: Instruction and Research File and Student Data Course File

The numbers denote the average rating score, with 1 being excellent, and 5 indicating dissatisfaction

*CCEI did not become a department until 2007-2008

**Satisfaction survey is administered every other year

RESEARCH, CREATIVE AND SCHOLARLY ACTIVITIES

SPONSORED RESEARCH	CCEI 2007-2008	COE 2007-2008	FAU 2007-2008
Organized Research	N/A	\$164,196	\$22,940,726
Sponsored Instruction	N/A	\$1,449,657	\$4,973,273
Other Sponsored Activities	N/A	\$1,537,389	\$5,797,362
Books and Monographs	1	16	107
Peer-reviewed Articles	12	106	1346
Professional Conference Presentations	17	258	1530

Organized Research: All research and development activities of an institution that are separately budgeted and accounted for.

Sponsored Instruction: Instructional or training activity established by grant, contract, or cooperative agreement.

Other Sponsored Activities: Programs and projects financed by Federal and non Federal agencies and organizations which involve the performance of work other than instruction and organized research (e.g., health or community service projects).

Sources: Instruction and Research File

College Dean's Offices and Division of Research and Graduate Studies

Institutional Effectiveness & Analysis

SERVICE PRODUCTIVITY AND ACTIVITIES

	CCEI 2007-2008	COE 2007-2008	FAU 2007-2008
Faculty memberships on department, college, or university committees	32	435	2412
Faculty memberships on community or professional committees	15	265	1125
Faculty serving as editors or referees for professional publications	8	124	998
Professional Conference Presentations	17	258	1530

Sources: College Dean's Offices, IEA

**TABLE 1-B HEADCOUNT ENROLLMENT PROJECTIONS
M.ED.: EARLY CHILDHOOD EDUCATION**

Sources of Students*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
External Sources (Outside of FAU)										
Early Childhood Center Directors, Administrative Staff, and Teachers of Federally-Funded Programs (e.g., Early Head Start, Head Start, First Steps Early Intervention, Part B Early Childhood Special Education Services)	2	1.125	2	1.125	4	2.25	4	2.25	4	2.25
Early Childhood Center Directors, Administrative Staff, and Teachers of State of Florida-Funded Programs (e.g., Early Learning Coalition, Family Central, Children's Services Council, Voluntary Pre-Kindergarten, University Schools, Public Schools)	2	1.125	2	1.125	4	2.25	4	2.25	4	2.25
Early Childhood Center Directors, Administrative Staff, and Teachers of Private Programs (e.g., programs operated by corporations, churches, private owners)	1	.56	2	1.125	3	1.69	3	1.69	3	1.69
International Students/ Out-of-State Students	1	.56	2	1.125	4		4		4	
Students Transferring from Florida Public/ Private Colleges			1	.56	2	1.125	2	1.125	2	1.125
Internal Sources (Within FAU)										
Recent Graduates of FAU's BECE Program	1	.56	2	1.125	3	1.69	3	1.69	3	1.69
Students Transferring from FAU's M.Ed. C&I Prek-Grade 3 Program	6	3.375	6	3.375	0	0.0	0	0.0	0	0.0
Students Transferring from Other FAU Graduate Programs	2	1.125	1	.56	1	.56	1	.56	1	.56
Totals:	15	8.44	18	10.125	20	11.25	20	11.25	20	11.25

Note: Each headcount denotes a new set of admitted students, and assumes that students will complete their studies in two years, making it possible to maintain a vibrant enrollment while preserving choices in scheduling for students (e.g., part-time or full-time; variable enrollment in credit hours each semester; etc.). Student enrollment is averaged to be 6 credits per semester with graduate FTE assumed at 32 credit hours per year.

**TABLE 2
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs	Year 1						Year 5					
	Funding Sources					Subtotal E&G and C&G	Funding Sources					Subtotal E&G and C&G
	Reallocated Base (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Reallocated Base (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	\$126,143.75	\$0	\$0	\$0	\$0	\$126,143.75	\$132,450.94	\$0	\$0	\$0	\$0	\$132,450.94
A&P Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
USPS Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OPS 1 GA	\$7,500	\$0	\$0	\$0	\$0	\$7,500	\$0	\$0	\$0	\$0	\$0	\$0
Matriculation fees 1 GA	\$8,679.60	\$0	\$0	\$0	\$0	\$8,679.60	\$0	\$0	\$0	\$0	\$0	\$0
Scholarships 10 students	\$0	\$0	\$0	\$0	\$20,000	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0
Expenses (travel)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$142,323.35	\$0	\$0	\$0	\$20,000	\$162,323.35	\$132,450.94	\$0	\$0	\$0	\$0	\$132,450.94

Faculty and Staff Summary		
Total Positions (person-years)	Year 1	Year 5
Faculty	\$126,143.75	\$132,450.94
A&P	0	0
USPS	0	0

Calculated Cost Per Student FTE		
	Year 1	Year 5
Total E&G Funding	\$142,323.35	\$132,450.94
Annual Student FTE	8.44	11.25
E&G Cost per FTE	\$16,862.96	\$11,773.42

**TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS**

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Department of Curriculum, Culture, and Educational Inquiry	\$142,323.35	\$142,323.35	\$0
Lattner Foundation's Early Childhood Advocacy Grant	\$20,000	\$20,000	\$0
Totals	\$162,323.35	\$162,323.35	\$0

**TABLE 4
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program	Contract Length Year 1	FTE Year 1	% effort for program Year 1	PY Year 1	Contract Length Year 5	FTE Year 5	% effort for program Year 5	PY Year 5
A	Yash Bhagwanji Ph.D. Early Childhood Education	Associate Professor	Tenure	Summer 2010	9	0.75	0.50	0.375	9	0.75	0.50	0.375
A	Gail Burnaford Ph.D. Curriculum & Instruction	Professor	Tenure	Summer 2010	9	0.75	0.125	0.093	9	0.75	0.125	0.093
A	Sharon Darling Ph.D. Early Childhood Special Education	Associate Professor	Tenure	Summer 2010	9	0.75	0.25	0.188	9	0.75	0.25	0.188
A	Peggy Goldstein Ed.D. Early Childhood Special Education	Associate Professor	Tenure	Summer 2010	9	0.75	0.25	0.188	9	0.75	0.25	0.188
A	Mary Lieberman Ph.D. Research Foundations	Associate Professor	Tenure	Summer 2010	9	0.75	0.125	0.093	9	0.75	0.125	0.093
A	H. James McLaughlin Ph.D. Curriculum & Instruction	Professor	Tenure	Summer 2010	12	0.125	0.125	0.093	9	0.75	0.125	0.093
A	John Morris Ph.D. Research Foundations	Professor	Tenure	Summer 2010	9	0.75	0.125	0.093	9	0.75	0.125	0.093
Total Person-Years (PY)								1.125				1.125

Faculty Code	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A Existing faculty on a regular line	Current Education & General Revenue	1.125	1.125
B New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E New faculty to be hired on contract/grants	Contracts/Grants	0.00	0.00

Overall Totals: 1.125 1.125

Kristy Demeo

From: H. James McLaughlin [jmclau17@fau.edu]
Sent: Wednesday, January 27, 2010 7:33 AM
To: Kristy Demeo
Cc: Linda L Webb
Subject: FW: M.Ed. In Early Childhood Education
Attachments: image.png; image.gif

Here are responses from the other two Department Chairs. 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: Robert Shockley <shockley@fau.edu>
Date: Tue, 26 Jan 2010 16:17:39 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: Request for a response about the M.Ed. In Early Childhood Education

Jim,

I circulated this information to the EDL department and I have received no concerns in regard to possible conflict with our department. Bob Shockley

----- Forwarded Message

From: "Irene H Johnson, PhD" <ijohnso9@fau.edu>
Date: Tue, 26 Jan 2010 15:32:58 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: M.Ed. In Early Childhood Education

Hello Jim:

I have reviewed the courses as requested. There is no conflict or overlap with coursework in the Master's degree Counseling program.

Irene

From: H. James McLaughlin [<mailto:jmclau17@fau.edu>]

Sent: Friday, January 15, 2010 11:20 AM

To: Mike Brady; Sue Graves; jjohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu

Cc: Linda L. Webb; Kristy Demeo; Valerie Bristor

Subject: M.Ed. In Early Childhood Education

Colleagues:

I am attaching the proposal for a Master's degree program in Early Childhood Education. This e-mail contains the application form and the course proposal forms for the 5 new courses in the program. A second e-mail will have the syllabi for those 5 courses. This program was developed in conjunction with the Chair and faculty from the Department of Exceptional Student Education. It will provide an advanced program option for graduates of the CCEI/ESE Bachelors in Early Care and Education, and for early childcare providers with bachelor's degrees.

Please review the courses, and let me know if they do not conflict with the curriculum or coursework in your departments. I would appreciate a response by Monday, January 25. Thanks, and have a good New Year.

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



----- End of Forwarded Message

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
Attachments: image.png

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>, "jfulmer@fau.edu" <jfulmer@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 *Ridener*

----- 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)
561-297-2839 (fax)
www.coe.fau.edu/eshp

----- Forwarded Message

From: Mike Brady <mbrady@fau.edu>
Date: Fri, 15 Jan 2010 18:57:34 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: M.Ed. In Early Childhood Education

Jim – I'm so pleased to see this come to fruition. The proposal and the 5 courses represent an enormous amount of energy and collaborative work by faculty from two departments and across several professional disciplines. The overall program design, as well as the content of the syllabi, are sound. The program and courses *complement* rather than compete with the programs and courses in the ESE Department. The faculty in the ESE Department have reviewed the proposal on multiple occasions, and offer their strong support.

Good luck with the remaining steps in the review process!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road

Kristy Demeo

From: Barbara Ridener
Sent: Wednesday, January 27, 2010 3:38 PM
To: Yash Bhagwanji; lwebb@fau.edu
Cc: 'H. James McLaughlin'; Kristy Demeo
Subject: RE: Syllabus for EEC 6219 has been revised

Based on the attached changes, the Department of Teaching and Learning does not have a conflict with this course.

Barbara

From: Yash Bhagwanji [mailto:ybhagwan@fau.edu]
Sent: Wednesday, January 27, 2010 3:30 PM
To: lwebb@fau.edu; Barbara Ridener
Cc: 'H. James McLaughlin'
Subject: Syllabus for EEC 6219 has been revised

Dear Drs. Webb and Ridener:

The syllabus for EEC 6219 now reflects the following changes:

- (a) Course title is "Integrated Curriculum in Early Childhood";
- (b) Catalog description replaces "these curricular areas" with "integrated curriculum";
- (c) Objective 1 on page 3 now states "... of developmental learning...";
- (d) Course requirement #2 on page 5 now reflects "Thematic lesson plans"; and
- (e) Course requirements #2 (a) (b) and (c) now reflect "integrated" experiences.

No changes were needed for the assessment/grading procedures because the scores are consistently defined as percentages in the syllabus.

I hope this is satisfactory. If there are additional agreed to changes that I left out, please let me know.

Once this syllabus is okay to move forward, I will send its accompanying new course proposal form to Dr. Webb.

Thank you,

Yash Bhagwanji, Ph.D.
Associate Professor
College of Education
Florida Atlantic University
Boca Raton, FL 33434