

APPROVAL FORM



- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Classroom Processes

Sponsor(s) Jean Anderson; Ted White Dept. Elementary Ed.; EPIC Program

Check One { Course Credit/Level/Title Change or deletion Other EPIC Module
 Concentration _____ Specialization _____ Major Program _____ Certification _____

Graduate _____ Undergraduate No. of Credits 1.5

Approved _____
Not Approved _____

Dept. Curr. Comm. Chairperson _____
Date _____

Division Curr. Comm.
Reviewed 12/7/81
Date

Dean of Division
Reviewed _____
Date

Approved _____
Not Approved _____

Approved
Not Approved 12/8/81
Date

Edward W. White Jr.
Chairperson, Department
November 6, 1981
Date

M. J. Lannenbaum
Chairperson Div. Curr. Comm.

Signature

SENATE CURRICULUM COMMITTEE

SCC # 81-82-17 Proposal Received 10/30/81 Open Hearing Held 12/18/81

Returned to the department for the following reason(s):

Approved by the Curriculum Committee: Date 12/18/81

Presented to Executive Committee of the Faculty Senate as information: Date 2/5/82

Notifications forwarded: Vice President for Academic Affairs: Date 2/8/82

Shirley G. Oday
Signature: Chairperson, Senata Curriculum Committee

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled 9-15-82 _____
Date Signature

Course approved Yes X No _____
J. William J. Brennan

If no, reasons are as follows:

- 1.
- 2.
- 3.

Student credit hours assigned 1.5
Faculty load hours 1.5
Equalized credit hours 1.5

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned

by Registrar Yes _____ No _____

Hegis Taxonomy Number 0802265

Signature: Registrar _____ Date _____

ACADEMIC DEAN

Yes Budget, faculty library allocations and Academic Support Services are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal might be implemented would be _____

Signature: Academic Dean _____ Date _____

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson, Registrar

1. Clinical Module: Classroom Processes

2. Essence

- a. Undergraduate
- b. 1.5 s.h. credit
- c. Sophomore (Spring)
- d. Prerequisites: 0801.101 Career Exploration Seminar, either
0802.150 Elementary or 0803.150 Secondary
School Based Observation, and either
0802.250 Elementary or 0803.250 Secondary
Classroom Dynamics
- e. This is the fifth in the planned sequence of clinical modules. (See attached chart.) The focus will be on the variables that relate to the establishment of classroom climate.

Fifteen hours of field experience and fifteen hours of college time is scheduled.

- f. Implementation: Spring 1982

3. Details

- a. Resources - The present divisional faculty and resources for implementation are adequate.
- b. Uniqueness - This course provides for (1) an opportunity to apply observational skills previously learned, (2) the enhancement of students' awareness of affective components of classroom life through tutorial and small group instruction.
- c. Objectives - As a result of this module the students will be able to:
 - 1) assess his/her personal characteristics as they apply to the teaching/learning process,
 - 2) use diagnostic measures to assess classroom climate,
 - 3) assess the effects of different types of interactions between teacher and student upon student performance,
 - 4) demonstrate knowledge of research findings related to classroom climate, and
 - 5) demonstrate knowledge of the relationship of affect to achievement.
- d. Evaluation - Pre and post test will be administered to measure:
 - 1) the students' knowledge of research related to classroom climate and the relationship of affect to achievement, and
 - 2) the students' ability to use instruments which assess teacher characteristics, classroom climate and the nature of interactions between teacher and students.

4. Topical Outline

a. Affective versus Cognitive Factors in Learning

- 1) Pavlov, Mowrer, and Skinner
- 2) Ausubel, Bruner and Gagne

b. Teacher-Pupil Relationships

- 1) Overview: From Lippett and White to the Florida Climate and Control System
- 2) Withall's Classroom Climate Index
- 3) Flanders' Findings
- 4) Psychological freedom
- 5) Teacher effectiveness research

c. Sociometric Techniques

d. Pupil Perception of Teacher Influence Form

e. Application of Learnings

- 1) Observation and assessment of classroom climate in an elementary or secondary school classroom
- 2) Tutoring and small group instruction using techniques that are positively correlated with climates conducive to student learning

5. Rationale

The content of this module deals with a critical and often ignored dimension of teaching; the establishment of a positive classroom climate as an aid to learning in both cognitive and affective domains.

6. Results of Written Consultation

This module was approved by the EPIC Steering Committee and the Secondary Education and Elementary Education Departments.

(Classroom Processes - Continued)

7. Catalog Description

Clinical Module: Classroom Processes

This module will focus on teacher characteristics and behaviors as they affect classroom climate and pupil learning. A field experience in a school classroom is provided for the application of techniques studied.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF
CURRICULUM AND INSTRUCTION
Elementary/Early Childhood Education
(609) 445-6362 or 6363

November 4, 1981

Dr. Edward H. White, Jr.
EPIC Project Director
Glassboro State College

Re: "Classroom Processes"

Dear Ted,

Thank you for providing me with the opportunity to review the syllabi for the proposed EPIC Clinical Module, "Classroom Processes." The sequence of your efforts to improve students' observational skills seems very sound. This proposed module is appropriate in the sequence.

We believe it will be useful to our students and support the proposal.

Sincerely,

A handwritten signature in cursive script that reads "Marion R. Hodes".

Marion R. Hodes
Department Chairperson

MH/pd

cc: Mr. Jean Anderson

Summary of Student Evaluation

Evaluator Observations:

Formative evaluation of this module indicates that it is "coming". There are items on which the students disagree, but overall, the results indicate that

- the objectives were stated and clear, however, some were not accomplished;
- the learning activities were stated and accomplished;
- a majority (67%) of the students stated that there was a combination of classroom instruction and independent learning;
- the workload was perceived as fair for the amount of credit given;
- the field experiences were satisfactory and relevant, although some students felt that more participation in the schools would have been valuable;
- the instructor was well prepared, available, encouraging and knowledgeable.

Recommendations:

This module needs to be taught again by the same instructor. He can work out the pace and the objectives to make them fit into the time allotted for a one-credit module. In sum, this module is ready to lay in place.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08023

DEPARTMENT OF SECONDARY EDUCATION

November 5, 1981

Mr. Jean Anderson
Curriculum & Instruction:
Elementary

Dear Jean:

Please accept my support for the proposed EPIC Module Classroom Processes. The focus of this course is most appropriate to research findings that indicate classroom climate and management as the areas of most concern to both elementary and secondary school teachers.

I am pleased to see that students will have the opportunity to practice their newly acquired assessment skills in field experiences. Thanks so much for the opportunity to review this proposal. Please let me know if I can provide any assistance in its implementation.

Sincerely,

A handwritten signature in dark ink, appearing to read "Tom", written over a horizontal line.

Thomas J. Gallia
Chairman

EPIC
Module Distribution

		Clinical	Main-streaming	Library/ Research	Reading	Language Arts	Math	Total
FRESHMAN YEAR	Fall I	1 s.h. "Career Exploration Seminar"						1.0
	Spring II	1 s.h. "School Based Observation"		.5 s.h. Library I .5 s.h. Library II				2.0
SOPHOMORE YEAR	Fall III	1 s.h. "School In- volved Social Agencies"	.5 s.h. "Main- streaming I					1.5
	Spring IV	1 s.h. "Classroom Dynamics" 1.5 s.h. "Classroom Processes"	.5 s.h. "Main- streaming II		.5 s.h.			3.5
JUNIOR YEAR	Fall V		.5 s.h. "Main- streaming III		1 s.h.		1.5 s.h. "Indivi- dualizing Mathemat- ics"	3.0
	Spring		P R A C T I C U M	P R A C T I C U M	P R A C T I C U M			-0-
SENIOR YEAR	Fall		S T U D E N T T E A C H I N G		S T U D E N T T E A C H I N G			-0-
	Spring VI	1.5 s.h. "Senior Seminar - EPIC"			1.5 s.h.	2.0 s.h. "Linguis- tics in L.A. Tchg" OR "Strategies for Tchg. Composi- tion"		5.0
TOTALS		7 s.h.	1.5 s.h.	1 s.h.	3 s.h.	2 s.h.	1.5 s.h.	16.0

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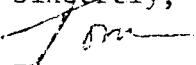
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