

FACULTY SENATE  
CURRICULUM COMMITTEE  
Approval Form

Department Early Childhood/Elementary Education

Title Contemporary Issues in Early Childhood Education

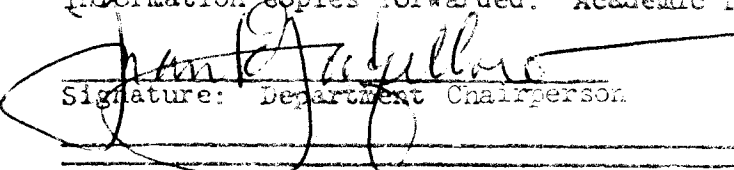
Sponsor(s) Dr. Judy Washington, Dr. Marion Hodes No. of Credits 3

COURSE X SPECIALIZATION \_\_\_\_\_ CONCENTRATION \_\_\_\_\_ CERTIFICATION \_\_\_\_\_

Approved by the department Graduate  ( X )

Not recommended by the department Undergraduate  ( )


Information copies forwarded: Academic Dean; Chairperson, Curriculum Committee

  
Signature: Department Chairperson

DIVISION

Consultation on proposal has been held

Comments:

  
Signature: Academic Dean and/or Divisional Committee

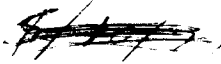
CURRICULUM COMMITTEE

76-77-80

Proposal received 7/13/77

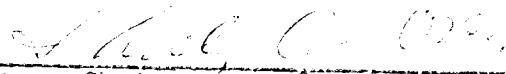
Open Hearing held

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

Approved by the Curriculum Committee 

Presented to Executive Committee of the Faculty Senate as information

Notifications Forwarded: Vice President for Academic Affairs

  
Signature: Chairperson, Curriculum Committee

NEW COURSE PROPOSAL  
EARLY CHILDHOOD/ELEMENTARY EDUCATION DEPARTMENT

COURSE NAME: CONTEMPORARY ISSUES IN EARLY CHILDHOOD EDUCATION  
SPONSORS: DR. JUDY WASHINGTON  
DR. MARION R. HODES  
DEPARTMENT: EARLY CHILDHOOD PROGRAM/ELEMENTARY EDUCATION DEPARTMENT

LEVEL, SEQUENCE,

PREREQUISITES: This course is proposed at the graduate level, for 3 semester hours credit.  
It is suggested that this course be taken early in a graduate program for elementary education, early childhood specialization majors.  
While no courses are needed as prerequisites, it is assumed that enrolled students are certified to teach early childhood education. Exceptions to this can be made by permission of the instructor.

IMPLEMENTATION: This course will be offered beginning with the Summer, 1977 session.

DETAILS: 1. Appropriate staff is available to teach this course.  
2. Library and professional resources are adequate.  
3. No special space needs will be required.

Rationale:

At present, the course CONTEMPORARY ISSUES IN ELEMENTARY EDUCATION exists for graduate students in elementary education. Graduate students who choose to specialize in early childhood education need a similar course that focuses more specifically on educational concerns relating to programs for young children. This course will fill this need and also be used appropriately for inservice training for teachers, supervisors and directors of early childhood programs.

Objectives:

- A. Students will  
Demonstrate a knowledge of current concerns in early childhood education including (but not limited to)
1. Changing and current goals and related influences.
  2. Curriculum controversies; e.g., teaching of reading.
  3. Funding patterns and needs.
  4. Establishing the role of parents.
  5. Child abuse.
  6. Control of the field.
  7. Assessing young children.

- B. Demonstrate an understanding of related social and economic forces on the field of early childhood education including (but not limited to)
  - 1. Federal legislation
  - 2. State legislation
  - 3. Equal opportunities activities
  - 4. Women's movement
- C. Develop professional familiarity with contemporary research studies in the field of early childhood.
- D. Demonstrate understanding of contemporary early childhood models and contemporary teaching-learning situations including:
  - 1. Bilingual
  - 2. Multicultural
  - 3. Black Child Development
  - 4. Migrant
  - 5. Special Needs
- E. Increase skills in applying educational theory and philosophy to choices of current curriculum materials and the use of educational technology.
- F. Demonstrate a knowledge of current trends in early childhood education.

Suggested Learning Activities:

- A. Research and analyze contemporary education concerns and interests in the field of early childhood.
- B. Chart the relationship of varied social and economic influences on the field of early childhood education; e.g., Federal legislation.
- C. Examine and analyze contemporary research projects and findings in early childhood.
- D. Examine and compare contemporary early childhood program models.
- E. Explore/visit special contemporary teaching-learning situations; e.g., Bilingual, Bicultural, Black Child Development, Migrant Education.
- F. Examine current curriculum materials, their varied rationales, applications and potential and documented effectiveness.
- G. Critique various current program/pupil evaluation methods.
- H. Project future trends in care and education of young children.

Catalogue Description:

This course focuses attention on current concerns and research in the field of early childhood education. Students will examine controversies within the field, the role of social and economic forces, and curriculum-related topics and issues. While historical perspective is developed, major focus will be on where we are now and where we are going.

Prerequisite: Teaching certification in early childhood education or by permission of instructor.

Consultations:

1. This course has been discussed with early childhood faculty members who concur in the need for such a course.
2. As part of a needs assessment conducted by the New Jersey Department of Human Services, Division of Youth and Family Services, Bureau of Day Care and Glassboro State College early childhood faculty (related to a Title XX training contract), the need for this type of course for inservice training programs was identified. Many professionals, working in existing early childhood programs, have identified some of their concerns and needs which have been incorporated into this course proposal.
3. Mr. Frank Goodfellow, Chairperson of Elementary Education Department, has indicated his approval.
4. Dean Jan Weaver has also been consulted and concurs with the need for this course.