



APPROVAL FORM

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| <p>1) An approval Form must accompany each proposal.</p> <p>2) A proposed <u>catalogue description</u> of the course must accompany the proposal as a separate page.</p> <p>3) <u>Results</u> of all consultations <u>must</u> be attached to the proposal.</p> |
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Proposal Title Curriculum Development in Early Childhood Programs

Sponsor(s) Dr. Judy Washington Dept. Curriculum and Instruction:

Elementary Education/Early Childhood

Check One { Course  Credit/Level/Title Change \_\_\_\_\_ Other \_\_\_\_\_  
 Concentration \_\_\_\_\_ Specialization \_\_\_\_\_ Major Program \_\_\_\_\_ Certification \_\_\_\_\_

Graduate  Undergraduate \_\_\_\_\_ No. of Credits 3

REVIEWS		
Department <u>Curr. Comm.</u>	Division <u>Curr. Comm</u>	<u>Dr. Judy Washington</u> Dean of Division
Reviewed _____ Date _____	Reviewed <u>2/11/78</u> Date _____	Reviewed _____ Date _____
Approved _____ Not Approved _____ Date _____	Approved _____ Not Approved _____ Date _____	_____
Chairperson Dept. Curr. Comm.	Chairperson Div. Curr Comm.	Signature

SENATE CURRICULUM COMMITTEE

SCC # \_\_\_\_\_ Proposal Received \_\_\_\_\_ Open Hearing Held \_\_\_\_\_

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

Approved by the Curriculum Committee: Date 7/14/78

Presented to Executive Committee of the Faculty Senate as information: Date 7/15/78

Notifications forwarded: Vice President for Academic Affairs: Date 7/16/78

Judy Washington  
Signature: Chairperson, Curriculum Committee

Academic Dean

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

HEGIS TAXONOMY NUMBER: 0823.510

*W. J. Weaver*  
Signature: Academic Dean

Date \_\_\_\_\_

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

REGISTRAR

Approved course description received

\_\_\_\_\_  
Signature: Registrar

DATE \_\_\_\_\_

Vice President for Academic Affairs

Official copy and approval sheet filed

*L. J. Brown*  
Signature: Vice President for Academic Affairs

DATE 4-10-79

## COURSE PROPOSAL

I. Title of the Course: Curriculum Development in Early Childhood Programs

Department: Curriculum and Instruction: Elementary Education/  
Early Childhood

Sponsor: Judy Washington

2. Essence:

- a. Graduate course
- b. 3 s.h.
- c. Graduate (Senior by permission of instructor)
- d. Prerequisites: Child Development, Student Teaching (or equivalent experience), course in pupil assessment, Fundamentals of Curriculum Development, or with permission of instructor.
- e. This course is proposed as 1) one of six (6) required courses for the Master's Program in Elementary Education (Early Childhood Specialization), 2) a required course for the Advanced Certificate of Study in Early Childhood (in progress), and 3) an inservice course for practicing teachers.

3. Details:

- a. Staff and Resources: The Early Childhood teaching faculty is prepared to teach this course. Present library resources available are adequate; additional supplementary materials can be borrowed through the Educational Improvement Center. Any classroom of average size is adequate.
- b. This course is designed to meet the increased demand for individualized and diagnostic prescriptive teaching in early childhood programs. The unique nature and diversity of early childhood curricula, combined with current research findings related to learning during the early years, necessitates a specific course in early childhood curriculum development.
- c. Objectives: Upon completion of this course, the student will be able to:
  1. identify factors which influence early childhood curriculum development.
  2. cite major intellectual and developmental theories and related implications for early childhood curriculum.

3. analyze and compare early childhood curricula with respect to organization patterns, hierarchies of learning, principles of content/process selection and sequencing of instruction.
  4. design an early childhood curriculum component for (at least) one content area.
  5. demonstrate skills in designing and sequencing instructional experiences for young children, based upon assessment/diagnostic data.
  6. evaluate early childhood curricula based upon established criteria.
  7. modify existing early childhood curricula to accommodate the mainstreamed child.
  8. research current educational literature to identify current innovations and/or future trends.
- d. Evaluation procedures: Evaluation of students will be based upon 1) individual assignments, 2) group projects, 3) classroom participation, and 4) final examination.

4. Topical Outline:

- I. Curriculum Development in Early Childhood
  - A. Identification of major theories and theorists
  - B. Principles underlying curriculum development
  - C. Types of curriculum
  
- II. Factors Influencing Curriculum
  - A. Relationship of child development theory to curriculum development
  - B. Cognitive development in young children
  - C. Socio-cultural dimensions
  - D. Psychological factors
  - E. Others (e.g. Relevancy, appropriateness)
  
- III. Curriculum Organization
  - A. Patterns
  - B. Objectives
  - C. Principles of content selection
  - D. Organization of process
  - E. Hierarchies of learning
  - F. Instructional sequences
  
- IV. Development of Curriculum
  - A. Curriculum Areas
    - 1. Historical Areas
    - 2. Scope and Sequence
    - 3. Objectives
  
- V. Individualizing Instruction
  - A. Determining objectives based on assessment data
  - B. Selecting Learning Experiences
  - C. Developing and/or Selecting Materials
  - D. Adapting Content/Process to Individual Needs
  - E. Modifying content/process for mainstreamed children
  - F. Assessing performance
  
- VI. Evaluation of Curriculum
  - A. Criteria
  
- VII. Curriculum Trends
  - A. Current Program Designs
  - B. Commercial Materials
  - C. Future Trends



State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

March 20, 1979

Dr. Mario Tomei  
Educational Administration  
Glassboro State College

Dear Dr. Tomei:

Enclosed please find a copy of the corrected course proposal,  
Curriculum Development in Early Childhood Programs.

You will note that the "Prerequisites" has been amended to read: "Fundamentals of Curriculum Development, or with permission of instructor." I have discussed this alternative with Dr. Gardiner and he is in agreement with my suggestion. (It provides flexibility for those students who are near the end of their program.)

I really appreciate the time and effort both you and Dr. Pizzillo have extended in helping to resolve the problem. To be able to work with warm, supportive people always helps! Many thanks.

Sincerely,

*Judy Washington*

Judy Washington

cc. Dr. Gardiner  
Dr. Pizzillo



**State of New Jersey**

GLASSBORO STATE COLLEGE

GLASSBORO NEW JERSEY 08028

DEPARTMENT OF SECONDARY EDUCATION

December 13, 1978

Dr. Judy Washington  
Early Childhood Center

Dear Judy:

I have examined the proposed syllabus for the Early Childhood curriculum course. I can agree that it would be desirable for professionals in the Early Childhood field to have such a course.

I would, however, like to make you aware that we have been offering a course called Fundamentals of Curriculum Development which has been the basic curriculum course for many programs at the College.

I would suggest that the Fundamentals of Curriculum Development be a prerequisite for your Early Childhood curriculum course so that you could then involve the students more deeply in the specifics of Early Childhood programs.

It is important for you to recognize also that a broad curriculum course is required for any graduate students who wish to receive a supervisor's certificate, and the Fundamentals of Curriculum Development fills this need.

Sincerely yours,

A handwritten signature in cursive script that reads "John J. Schaub".

John J. Schaub, Chairman  
Department of Secondary Ed.



**State of New Jersey**  
**GLASSBORO STATE COLLEGE**  
**GLASSBORO, NEW JERSEY 08028**

April 25, 1979

To: Dr. Lawson Brown  
From: Judy Washington  
Re: Catalogue Description

Please attach the enclosed catalogue description to the new course proposal being processed.

Sorry for any inconvenience it may have caused.

Course Proposal Title: Curriculum Development in Early Childhood Programs

Catalogue Description: Course content includes intensive examination and critical analysis of early childhood curricula with emphasis on relationships to child development and learning theory, design of sequential learning experiences, and program modification for individual needs of young children.