

Glassboro State College Senate Curriculum Committee

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Approval Form

Proposal Title: Curriculum Strategies in Substance Awareness Education

Sponsor(s) Dr. Mary L. Putman Dept.: Health and Phys. Ed Ext. 7110

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change
(please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>2/6/91</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Edna Thompson</u> Dept./CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>2/6/91</u> Date</p> <p><u>Mary L. Putman</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>90-91-38</u></p> <p>Proposal Received <u>2-8-</u> Date</p> <p><u>Donna Hathaway</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>3-26-91</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>Eric Cozz...</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 3/28/91 Date

Comments:

Doug Stumpf
Signature, Dean of School

Step 5 (SCC)

Open Hearing 4/19/91 Date Approved by Senate Curriculum Committee 4/19/91 Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 4/19/91 Date Approved Not Approved

Notification to Executive Vice-President/Provost 4/20/91 Date Donna Hathaway Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 5/20/91
Date

Approved Yes No

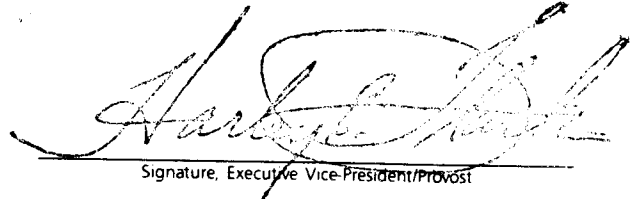
If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed MAY 29 1991
Date


Signature, Executive Vice President/Provost

Registrar

Approved course description received 28 May '91
Date

Hegis Taxonomy and Course Number assigned 0837.525

B. K. Kish 28 May '91
Signature, Registrar Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

Proposed Course: Curriculum Strategies in Substance Awareness
Education

Substance Abuse Coordinator Topics:

- Curriculum Planning, Implementation, and Staff
Development in Chemical Health Education
- School Culture and the Dynamics of Policy and Program
Development

1. DETAILS:

- A. Course Title: Curriculum Strategies in Substance
Awareness Education
- B. Sponsors: Dr. Mary L. Putman, Chairperson
Dr. Edward Chaloupka, Graduate Coordinator
Department of Health and Physical Education
- C. Credit Hours: Three (3) credit hours
- D. Course Level: Graduate
- E. Curriculum Effects: Required course within the
Substance Awareness Coordinator Certificate Program.
Graduate students in Health and Physical Education may
use this as an elective, providing prerequisites are
satisfied.
- F. Prerequisites: Fundamentals of Drug and Alcohol Abuse
and Dependency
- G. Implementation: One section per year, beginning Spring
1992
- H. Adequacy of Staffing: Present graduate faculty is
adequate to teach this course.

2. RATIONALE: This course will provide students with the
knowledge, resources and skills needed to plan and organize
curricula in chemical health education which meet the needs
of students in school and non-school based settings. The
most current curricular and instructional strategies will be
studied. Students will evaluate the nature and scope of the
substance abuse problem in order to make informed decisions
in the development, organization, implementation and
evaluation of substance abuse programs. Special attention
will be given to program and policy development,
instructional strategies, program evaluation, staff
development, and the dynamics of school culture.

3. ESSENCE OF THE COURSE:

A. Objectives:

- 1. The student will describe the importance of a
comprehensive substance abuse education program
for today's students in school-based and non-
school based settings.
- 2. The student will review the physical,
psychosocial, and pharmacological aspects of
substance abuse.

3. The student will examine the role of the Substance Abuse Coordinator in school and community settings.
4. The student will identify the persons involved in curriculum design and development to develop an understanding of the dynamics of school culture.
5. The student will apply learning theories in the development and implementation of substance abuse education programs.
6. The student will develop curricula which includes the cognitive, affective and psychomotor domains.
7. The student will study the components of different models for curriculum development.
8. The student will identify instructional strategies and styles appropriate for different educational levels and settings.
9. The student will acquire the resources needed to develop and implement substance abuse programs.
10. The student will identify procedures for program and student evaluation.
11. The student will develop substance abuse curricula for school-based and non-school based settings.
12. The student will plan staff development programs for school and community personnel.

B. Topical Outline/Content:

1. Introduction to a Comprehensive Substance Abuse Education Program
 - a. Need for Comprehensive Curricula in Substance Abuse
 - b. Scope of the Substance Abuse Problem
 - c. Relationship of Substance Abuse Programs to the General Goals of Education
 - d. Legal and Ethical Issues
 - e. Community and School Dynamics which Influence Curriculum
2. Physical, Psychosocial, and Pharmacological Aspects of Substance Abuse
 - a. Identify and Define Substance Abuse
 - b. Society and Drugs
 - c. Psychosocial Factors
 - d. Drug Actions and Interactions

3. Role of the Substance Abuse Coordinator in School and Community Settings
 - a. Educator
 - b. Implementor
 - c. Counselor
 - d. Administrator
 - e. Resource Person
 - f. Program Coordinator

4. Persons Involved in Curriculum Design and Development, School Policy Development, and School Culture
 - a. Administrators
 - b. Teachers
 - c. Students
 - d. Parents
 - e. Community Leaders
 - f. Accrediting Agencies
 - g. Private Foundations
 - h. Commercial Enterprises

5. Application of Learning Theories to Curriculum Development
 - a. Behaviorist Theories
 - b. Cognitive Theories
 - c. Information Processing Theories
 - d. Transfer Theories
 - e. Schema Theories

6. Common Characteristics of Children and Adolescents and Factors which Influence Learning
 - a. Common Developmental Characteristics
 - (1) Psychomotor Domain
 - (2) Cognitive Domain
 - (3) Affective Domain
 - b. Factors Influencing Learning
 - (1) Readiness
 - (2) Motivation
 - (3) Praise
 - (4) Feedback
 - (5) Retention
 - (6) Perception and Attention
 - (7) Anxiety and Arousal
 - (8) Practice

7. Components of Curriculum Design
 - a. Identify the School, Community, and Social Factors which Influence Local Curriculum Development
 - b. Develop a Foundation Philosophy and Goals for the Curriculum
 - c. Identify the Purposes (Objectives) of the Curriculum
 - d. Outline the Content (Substance) of the Curriculum

- e. Develop a Scope and Sequence for the Curriculum
 - f. List Implementation Strategies and Styles
 - g. Identify Methods of Program and Student Assessment
8. Instructional Strategies and Styles
- a. Patterns of Instruction
 - (1) Direct Style
 - (2) Correlated/Integrated Style
 - (3) Alternative Style
 - b. Curricular Framework
 - (1) Unit Approach
 - (2) Concept Approach
 - (3) Thematic Approach
 - c. Methods of Instruction
 - (1) Demonstration
 - (2) Discussion
 - (3) Role Playing
 - (4) Guest Speaker
 - (5) Interviews
 - (6) Surveys
 - (7) et. al.
 - d. Teaching Styles
 - (1) Direct Style
 - (2) Indirect Style
9. Resources for Substance Abuse Programs
- a. Federal and State Agencies
 - b. Private and Voluntary Agencies and Associations
 - c. Parent and Community Support Groups
 - d. Self-Help Groups
 - e. Substance Abuse Agencies and Personnel
 - f. Health and Social Services
 - g. Legal Agencies
 - h. Audio/Visual Aids
 - i. Textbooks
 - j. et. al.
10. Program and Student Assessment
- a. Standardized Measures
 - b. Teacher-Made Measures
 - c. Summative and Formative Evaluation
 - d. Grading
 - e. Cognitive and Affective Measures
 - f. Program Review and Evaluation
11. Developing Substance Abuse Curricula
- a. Adaptation and Implementation of Standardized Curricula
 - b. School-Based Curricula for Kindergarten Through Twelfth Grade
 - c. Community Substance Abuse Programs

12. Staff Development Programs and Training
 - a. In-Service Workshops
 - b. Mini Courses
 - c. Counseling Sessions
 - d. Curriculum Development Committees
 - e. Group Leadership Training
 - f. Referrals and Emergency Care
 - g. Peer/Cross-Age Counseling

- C. Evaluation and Grading Procedures of Students:
 1. Written Examination
 2. Research Paper
 3. In-Class Presentations and Reports
 4. Individual and Group Projects

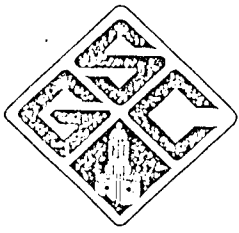
- D. Course Evaluation:

Student and program evaluation will be conducted at regular intervals to determine the effectiveness of this course in meeting the standards for the Substance Abuse Coordinator certificate program.

4. RESULTS OF CONSULTATION

- A. Dr. Linda Jeffrey, Department of Psychology; Director: Substance Abuse Program
- B. Dr. Eleanor Gaer, Department of Psychology; Chairperson
- C. Dr. David E. Kapel, Dean; School of Education and Related Professional Studies
- D. Dr. Minna Doskow, Dean; School of Liberal Arts and Sciences

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GLASSBORO STATE COLLEGE

Dean of Liberal Arts & Sciences

Glassboro, New Jersey 08028-1772 (609) 863-5342

October 12, 1990

To Whom It May Concern:

I am writing in support of the post-baccalaureate program for Substance Awareness Coordinators in the New Jersey Public Schools currently under consideration. As a program designed, taught, and administered jointly by faculty in the School of Education and Related Professional Studies and the School of Liberal Arts and Sciences at Glassboro State College, this program utilizes and builds on present faculty expertise and well-established academic programs. Glassboro State College currently offers excellent programs in education at the graduate and undergraduate levels, an excellent psychology major at the undergraduate level, a rigorous undergraduate program of study that meets the coursework requirements for the New Jersey Certified Alcoholism Counselor (CAC) and has been cited by the state for its excellence, and an impressive array of graduate psychology courses.

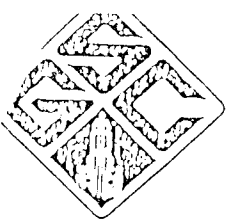
In addition, the Psychology Department, has offered summer courses on drug and alcoholism issues on a continuing education basis. For three years the Psychology Department co-sponsored the Glassboro State College Summer Institute on Drug and Alcohol Issues with the Office of Continuing Education. Under a grant from FIPSE, obtained by two Psychology department faculty, Glassboro State College organized a consortium of the twelve South Jersey colleges to combat campus drug and alcohol abuse. Faculty in the Psychology department together with staff in the Office of Continuing Education are also administering a grant from the New Jersey Division of Alcoholism.

Faculty who are involved in the SAC certification program have designed and will teach and administer the proposed program. Their knowledge, teaching skills, and experience in the fields of drug and alcoholism abuse, counseling, and education will provide a vital, rigorous, up-to-date, and effective program for prospective Substance Awareness Coordinators.

Sincerely yours,

Minna Doskow
Dean

MD/jmw



GLASSBORO STATE COLLEGE

School of Education
and Related Professional Studies

Glassboro, New Jersey 08028-1760 (609) 863-5241

of the Dean

October 15, 1990

Dr. Mary L. Putman, Chair
Department of Health & Physical Education
Glassboro State College
Glassboro, New Jersey 08028

Dear Dr. Putman:

This is a strong letter of support for the Substance Awareness Coordinator proposal that you are resubmitting to the State Department of Education for review and approval. I believe that the revisions that appear in this proposal should meet the objections and standards as delineated in the letter of May 18th, 1990 from Dr. Leo Klagholz.

Given the significance and importance of having well-educated and trained Substance Awareness Coordinators, I believe the proposal will enable Glassboro State College to meet the needs of the schools in this particular area.

Sincerely yours,



David E. Kapel, Ed.D.

Dean
School of Education and Related Professional Studies

DEK:dm

SUBSTANCE AWARENESS COORDINATOR
CERTIFICATION PROGRAM

A. ESSENCE OF PROGRAM

Student Population

The Substance Awareness Coordinator certification program is designed for students with a bachelor's degree, from an accredited institution, in health, psychology, human services, social work or a field leading to teacher certification. Students must have a minimum 2.5 overall grade point average in all undergraduate work and present evidence of successful completion of a teacher certification program when applicable. The formal application process will be conducted through the Office of Graduate Studies which requires letters of recommendation and copies of undergraduate transcripts. Recommendation for certification would be through the School of Education and Related Professional Studies.

Implementation

The curriculum for the Substance Abuse Coordinator certification program consists of four three-credit graduate courses taught by qualified professionals from the following departments: health and physical education, psychology, and special education (student personnel services). The vitae

for individuals who have the necessary credentials to teach in the certification program are provided in Appendix B.

The twelve semester hours (180 clock hours) of course work is designed to be completed over two consecutive semesters. Students who take longer than one academic year to complete the certificate program must follow a specific course sequence which is prescribed by course prerequisites. The students have a maximum of three years, from the date of matriculation, to complete the course of study.

Students may incorporate these 12 credits as part of a track within the present Master of Arts (MA) in Student Personnel Services, the MA in Health and Physical Education, or the proposed MA in Applied Psychology. Students may also complete the 12 credits as a certification only.

Course Sequence

The four three-semester hour course sequence is listed below. The corresponding course syllabi are include in Appendix A.

Fall Semester

Fundamentals of Drug and Alcohol Abuse and
Dependency
Developmental Psychology of Alcohol and Drug Abuse

Spring Semester

Curriculum Strategies in Substance Awareness Education
Psychological Evaluation and Counseling Services to
Combat Alcohol and Drug Abuse