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FACULTY SENATE
CURRICULUM COMMITTEE
Approval Form

Department Early Childhood, E
Title Early Child Educator
Sponsor(s) J. Hodges, Chair
COURSE SPECIALIZATION _____ CONCENTRATION _____ CERTIFICATION _____

Approved by the department Graduate ()
Not recommended by the department _____ Undergraduate

Information copies forwarded: Academic Dean; Chairperson, Curriculum Committee
Signature: Therese N. Hodges Date _____
Signature: Department Chairperson

DIVISION

Consultation on proposal has been held

Comments:

Signature: [Signature] Date 9/30/77
Signature: Academic Dean and/or Divisional Committee

CURRICULUM COMMITTEE

Proposal received 10-26-77
Open Hearing held 10-26-77

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

Approved by the Curriculum Committee 11-1-77

Presented to Executive Committee of the Faculty Senate as information

ifications forwarded: Vice President for Academic Affairs

Signature: [Signature] Date 11-1-77
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: _____

Signature: Academic Dean

Date 12/13/77

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

Signature: Vice President for Academic Affairs

Date _____

- Note
- 1) Course proposal format is attached
 - 2) A copy of this approval form should accompany each proposal
 - 3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

NEW COURSE PROPOSAL
EARLY CHILDHOOD/ELEMENTARY DEPARTMENT
SECONDARY EDUCATION DEPARTMENT

TITLE OF THE COURSE: 0823. _____ Center/Staff Roles and Responsibilities (E. Ch.)
0802. _____ School/Staff Roles and Responsibilities (Elem.)
0829. _____ School/Staff Roles and Responsibilities (Secondary)

DEPARTMENT: EARLY CHILDHOOD PROGRAM/ELEMENTARY EDUCATION DEPARTMENT
SECONDARY EDUCATION DEPARTMENT

SPONSORS: Dr. Charles J. Keating

Dr. Marion R. Hodes

A. Essence of the Proposal

1. One undergraduate course is proposed. Three hegis numbers are requested so that it can be offered at the early childhood and/or the elementary or secondary school level.
2. The course will carry 1-3 semester hours credit.
3. Enrolled students will be (1) undergraduate Early Childhood/Elementary/Secondary majors at the junior or senior level or (2) inservice teachers/ staff who have previously or are presently working as members of an educational staff in an Early Childhood Program or an Elementary or Secondary Education Program.
4. Prerequisites for the course are that practicum or student teaching (or its equivalant) is successfully completed or being taken concurrently with this course
or
that the student has worked previously or is presently working as a member of an educational staff.
5. This course is planned as
 - a. part of the program sequence for undergraduate students seeking teaching certification in Early Childhood/Elementary Education/ Secondary Education

b. part of the Early Childhood/Elementary Education/Secondary Education courses available for inservice training programs.

6. It is planned to offer this course beginning with January 1978 Intersession and the Spring semester, 1978 training programs as needed. (There is specific need for this course for a training contract awarded from the Bureau of Day Care, New Jersey Department of Human Services.)

B. Other Details

1. Present departmental staff resources are adequate for implementation. Faculty have been working on aspects of this course in workshops, conferences, and as part of the training program of a Title XX day care training grant.

2. Library and departmental text and media resources are adequate.

3. Space needs can be adequately met. It is likely that this course may appropriately be scheduled off campus frequently to meet needs of a specific clientele.

4. Uniqueness of the course

An Early Childhood/Elementary/Secondary teacher has two basic roles in the educational setting:

a. As a classroom teacher, relating to pupils using classroom oriented teaching-learning skills.

b. As a member of a center/school team with responsibilities for (1) educational planning, (2) total staff/center/school implementation of the planning, (3) educational team decision making, (4) relating and communicating with parents and others outside of the school/center and (5) maintaining positive interpersonal relationships among the school community.

Many of our existing professional courses focus primarily on developing skills and competencies dealing with the first role. No existing course focuses primarily on the second role. This course will increase the competency of the teacher in his/her role as a member of an educational team.

5. Specific objectives of the course

- a. Students will demonstrate understanding of the relationships between the philosophy and goals of an Early Childhood/Elementary/Secondary Education Program and effective and satisfying staff functioning.
- b. Students will demonstrate understanding of team/staff group functioning that contribute to increased staff effectiveness and satisfaction.
- c. Students will demonstrate understanding of theories of staff development, including theories of staff growth and change, theories of staff decision making, problem solving and conflict resolution, theories of action planning and theories of interpersonal communications.
- d. Students will demonstrate improved skills in
 - 1) Functioning as a member of a staff
 - 2) The use of structures for decision making, problem solving and conflict resolution
 - 3) Interpersonal relationships
 - 4) Observation and analysis of the dynamics within an Early Childhood/Elementary/Secondary Education program staff
 - 5) Relating with parents, staff members and people outside of but related to the educational community.
- e. Students will demonstrate increased understanding of their personal styles of communicating with and relating to others.

6. Evaluation procedures

- a. Cognitive understanding will be evaluated by pretesting and posttesting of students' perceptions using a team - building instrument.
- b. Skill competencies will be evaluated by a process of observation and feedback.
- c. Personal styles of communicating and relating to others will be evaluated by the use of professional instruments and individual consultations/conferences.

C. Topical Outline

1. Overview of theories of staff development as related to Early Childhood/Elementary/Secondary Education staffs.
2. Process observations of staff functioning
3. Theories of staff growth and change, decision making and problem solving, and theories of conflict resolution
4. Discussion and skill practice in group task and maintenance functions that contribute to the effective and satisfying operation of an Early Childhood/Elementary/Secondary Education program staff
5. Discussion and skill practice in the use of structures for staff decision making, problem solving and conflict resolution
6. Theory and skill practice of staff action planning for Early Childhood/Elementary/Secondary Education programs
7. The use of indicators (for example, Myers-Briggs Personality Type Indicator and the Fundamental Interpersonal Relationship Orientation inventory) to increase understanding of personal styles of relating to and communicating with others, including personal consultations when requested

8. Training in observation and "feedback" skills
9. Training and understanding of theories for helping relationships in Early Childhood/Elementary/Secondary Education settings.

D. Rationale

The Early Childhood/Elementary Education Department of Glassboro State College has assumed a significant training role in the early childhood and elementary education communities. Requests for help have been numerous. College staff have served as workshop leaders, speakers, etc. on topics related to those included in this proposal. A direct request for this course was made, based on State-conducted needs assessment and program evaluation, as part of the Title XX Training Contract (Comprehensive Day Care Training Project) from the Bureau of Day Care, Division of Youth and Family Services, N.J. Department of Human Services. The limited amount of work on staff development conducted by faculty members of Glassboro State College during the first year of this Title XX Training Contract (1976-77) has indicated a need to expand staff/team development to a regular college course. The staff development work currently undertaken has been available only to a limited number of eligible centers included in a state contract award. In no way has the need of the total educational community, including the private as well as the public sector, been met in grant-related training.

A great deal of inservice work at the elementary/secondary level has also been requested from the Departments. It is both the Departments and Division objective to increase services to professionals already at work. This course proposal serves the need for preparatory work in this area of professional development for regular Early Childhood/Elementary/Secondary undergraduates and those at the undergraduate level presently working in educational settings.

(It should be noted that there is intent to submit a proposal for a graduate level course focusing on this area of learning shortly to meet the graduate level inservice needs of the educational community.)

This proposal request is for one course to be available to be offered at three levels, one for early childhood center settings and one for elementary education settings and one for secondary education levels.

Depending upon the needs assessment of a particular staff (especially when an off campus program is the client), 1 to 3 credits will be given, allowing the course to focus on part or all of the content and topics listed above.

Establishment of this course as a regular offering of the Early Childhood/Elementary Education Department and the Secondary Education Department responds to these current and identified undergraduate preservice and inservice needs.

E. Results of Consultation

1. Ms. Mary Sasowsky, Ms. Eileen Hanley, Ms. Adelyne Covi, Ms. Jean Carl, and Dr. Charles Keating, Early Childhood faculty members assigned to the Title XX training project, have had the opportunity to assist Day Care Centers in staff/team development during the first year of the Title XX training project (1976-77). Staff members of the day care centers evaluated this aspect of the project as helpful in beginning to meet their needs; they also evaluated this component of the project in interviews and by pre and posttesting, indicating that it had contributed positively to their early childhood program. This proposal incorporates insights gained from this opportunity. All early childhood project faculty members assisted with the development of this proposal. All early childhood faculty members were consulted and indicated approval.

2. Dr. Marion R. Hodes, Title XX project director and chairperson of the Early Childhood/Elementary Education Department, has conducted several workshops on related topics. This proposal includes post-workshop evaluations as well as informal assessment gained from the staff of Camden County's Office for Children and the New Jersey Bureau of Day Care, Department of Human Services.
3. Draft copies of this proposal was circulated to all members of the Early Childhood/Elementary Education Department. This final proposal reflects their comments and suggestions. Departmental approval was given at the September 16, 1977 meeting.
4. Draft copies of this proposal were given to Dr. Maurice Verbeke, Educational Administration Department Chairperson, Mr. John Schaub, Chairperson of Secondary Education and Dr. Tom Michaels, Administrative Studies Department Chairperson. Dr. Verbeke's letter indicates that no duplication of content exists at the undergraduate level. Mr. Schaub's letter indicates support for this proposal and that this course is also needed at the secondary level. Accordingly, he has asked the course sponsors to request this course be also with a 0829.Hegis number. The sponsors recognize the need for such a course at the secondary level and wish to also include this request in this proposal.
5. A copy of this proposal was given to Dean Janice Weaver. The appropriate form indicates her approval.

F. Catalogue Description (to be listed under Early Childhood Program,
Elementary Education and Secondary Education
Program offerings)

This course will provide a beginning in-depth look at the effective functioning of the staffs of early childhood (elementary education or secondary education) programs. Topics are related to the goal of assisting a faculty to function as a educational team in more effective and satisfying ways. Trainees will learn theories of staff growth, staff decision making and problem solving, conflict resolution, action planning and interpersonal communications related to educational goals. Successful trainees will demonstrate increased skill in functioning as a group member of an early childhood (elementary education or secondary education) staff, in the use of decision making, problem solving and conflict resolution structures, in interpersonal relationships and communications as staff members, in observation and "feedback" of staff dynamics and in establishing helping relationships. Participants will also practice improved ways of communicating with parents and the broader community. Skill practice and learning by doing is the principal methodology of this course.



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

September 29, 1977

Dr. Marion R. Hodes, Chairperson
Elementary Education Department
Glassboro State College

Dear Marion:

The course proposal from Dr. Keating is one which my department can heartily endorse. The idea is so interesting that we would like to be able to utilize the same course with a Secondary hegis number if that is possible.

Sincerely yours,

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

John Schaub, Chairperson
Secondary Education Department

JS/ss



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

September 19, 1977

TO : Dr. Marion R. Hodes, Chairperson
Early Childhood/Elementary Education Department

FROM : Dr. Maurice G. Verbeke, Chairman *MGV*
Educational Administration Department

RE : Course Proposal

At the present time there is no overlapping of subject matter with our course offerings at the undergraduate level. As such, we have no quarrel with the proposal since we do not have Educational Administration at the undergraduate level.

However, we would see some overlapping of subject matter if you present the same material in a graduate level course. The overlapping would be in items c and d in the specific objectives of the course. But we will come to that bridge when you submit the graduate level course.

MGV:mrc



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

ADMINISTRATIVE STUDIES
DEPARTMENT
(609) 445-6025

September 26, 1977

To: Dr. Marion Hodes, Chairperson
Early Childhood/Elementary Education

From: Dr. Thomas A. Michael, Chairperson *TAM*
Administrative Studies

Subj: New Course Proposal

I am enthusiastic about your approach to the proposed course, "Center/Staff Roles and Responsibilities." The need for members of any work group to understand and be skilled in collaboration continues to grow.

The course is similar to two offerings in our program: "The Process of Management," an experience based course in organizational and management psychology; and "Organizational Change and Development," an experiential approach to factors involved in planned change in organizations. A difference is that while team building is dealt with in part, it is not a major focus of our courses.

I am well acquainted with Charlie Keating and I have high regard for the sort of approach he would take to this course. I would hope that you might propose to your students who are interested that they could gain additional knowledge by electing the two courses in our curriculum.

TAM/bhp