

(P)

ROWAN COLLEGE
CURRICULUM COMMITTEE

PROPOSAL TITLE: New Course: Instructional Planning and Collaboration 0801-300

UNDERGRADUATE GRADUATE CREDIT HOURS

SPONSOR(S): Co-Teach Program Committee

DEPARTMENT & TELEPHONE# Interdisciplinary / 4750

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <div style="text-align: center;"><i>C. J. Fuson</i> DEPT. CURRICULUM CHR.</div> <input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/16/97</u> <div style="text-align: center;"><i>E. L. Fuson</i> DEPT. CHR.</div>	SCC# <u>90-97-118</u> DATE RECEIVED: <u>3-12-97</u> <div style="text-align: center;"><i>Ronald J. Gordon</i> SENATE/CURRICULUM CHR.</div>	REVIEWED DATE: <u>3/16/97</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS: <div style="text-align: center;"><i>Stephen L. Perry</i> SCHOOL COMMITTEE CHR.</div>

STEP #4 (ACADEMIC DEAN) COMMENTS:

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND
 (SEE COMMENTS)
 DATE & SIGNATURE, DEAN OF SCHOOL: *[Signature]*

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 10/22

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 10/22/97

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:
L. Reeves

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 1-22-98 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) 1-22-98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE *[Signature]*

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 10/17/98

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

10/17/98

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST *C. H. [Signature]*

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 11/17/98

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR *Robert J. [Signature]* 11/24/98

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Transmittal 11/11/99

Course Proposal

I. Details

- a. Course Title: Instructional Planning and Collaboration
- b. Sponsors: Co-Teach Committee: Sharon Bianco, Christy Faison, Cindi Hasit, Jay Kuder, Janet Moss, and Margaret Tannenbaum
- c. Credit Hours: 3 S.H.
- d. Course Level: Junior
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Literacy, Learning and Curriculum
- g. Suggested Time & Scale of Implementation: Fall 1999
- h. Adequacy of the present staff, resources, and library facilities: All current resources are adequate or can be provided through currently existing mechanisms. Departments will have to be compensated to reassign faculty to teach this course.
- i. Short-term evaluations: not applicable, the course has never been offered

2. Rationale:

This course is a continuation of the sequence of courses designed for students in the Co-Teach program. This course continues to build knowledge about learning theory and pedagogy as it pertains to regular and special education. The focus of this course is to integrate the major concepts of literacy, instructional planning, implementation and school collaboration. A clinic-based experience will be a required component of this course.

3. Essence of the Course

a. Objectives

Students will:

- (1) design an integrated unit plan and a series of sample lessons that illustrate how the unit will be taught. These unit and lesson plans will reflect current theory and research on subject matter teaching and the development of literacy in various school subjects.
- (2) demonstrate a variety of instructional methods, how to select them for various instructional purposes and how to modify them to suit the needs of all students.
- (3) demonstrate various methods of assessing pupil characteristics and how to use assessment information to plan and modify instruction.
- (4) describe the effect of specific disabilities (i.e. sensory, cognitive, physical and health, behavioral disorders and communication handicaps) on learning to read.
- (5) plan reading instruction to remediate diagnosed needs.
- (6) implement a program of instruction for students with special needs in collaboration with other school personnel.
- (7) identify new developments in the field of educational technology and their applications in teaching all students.
- (8) apply course content in a supervised clinical experience with regular and special needs children.

b. Topical Outline

(1) Unit planning

- The relationship of the unit to the curriculum
- Selecting suitable subject matter and organizing it
- Selecting suitable materials including appropriate technology
- Designing units to promote a learning community
- Involving students in setting instructional goals and charting progress

Components of a unit

- (a) Overview/general goal
- (b) Rationale
- (c) Objectives
- (d) Content
- (e) Instructional activities
- (f) Evaluation

(2) Lesson planning for the unit

- Designing lessons to promote a learning community
- Preparing students for learning
- Selecting suitable methods for learning and practice
- Enriching the lesson with subject matter, attitude adjustment, or skill development
- Evaluating the lesson

(3) Integrating literacy into subject matter lessons

These include the development of speaking, listening, reading, and writing abilities through use of related expository and narrative text. Special focus is given to the development of vocabulary and comprehension abilities.

(4) Adjusting instruction for regular and special needs students to address individual differences such as age, cognition, social adjustment, moral, physical, and linguistic abilities and needs.

(5) Using assessment information to plan and adjust instruction and to evaluate the performance of pupils. These include techniques for collecting daily samples, observing behaviors, constructing and using teacher made tests, recording and interpreting performance data, using other informal and standardized tests and engaging in evaluation conferences.

(6) Selecting suitable instructional strategies such as whole class, small group, individualized instruction. Also, judging and selecting when appropriate teacher directed strategies such as direct instruction, skill instruction, or pupil centered strategies such as cooperative learning or inquiry approaches.

(7) Apply course content in a supervised clinical experience with regular and special needs children

c. Evaluation and Grading of Students

Students will be evaluated through oral, written and performance products such as classroom assignments, tests, and demonstrations of teaching effectiveness. They will also be evaluated by direct observation of their application of course content to their supervised clinical experiences.

d. Course Evaluations

The course will be evaluated through student evaluations, through systematic Co-Teach program evaluations, and by review of national accrediting agencies such as NCATE, CEC and IRA.

e. Learning Outcomes Assessment

The unit plan developed in this course will be included in the student's portfolio. The portfolio will be used for student and program assessment.

Catalog Description

INSTRUCTIONAL PLANNING AND COLLABORATION

Prerequisite: Literacy, Learning and Curriculum

This course focuses on developing a thematic unit plan in the area of literacy. Students learn about various instructional approaches and how to select the best approach for a specific student. Students identify new developments in the field of technology and their applications in teaching all children. Students participate in a literacy clinic in which they will work with children experiencing difficulty in some aspect of literacy.