

APPROVAL FORM

- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

(0802.313

0802.303

Proposal Title C&M Mathematics in Elementary Education and Math. in Primary Ed.

Sponsor(s) Math Comm. Dept. Elementary Education

Check One { Course            Credit/Level/Title Change or deletion Other X

Concentration            Specialization            Major Program            Certification           

Graduate            Undergraduate X No. of Credits 4

Approved  
Not Approved

[Signature]  
Dept. Curr. Comm. Chairperson  
12/10/80  
Date

Division Curr. Comm.  
Reviewed 4/7/81  
Date

Dean of Division  
Reviewed 4/8/81  
Date

Approved  
Not Approved

[Signature]  
Chairperson, Department  
12/10/80  
Date

Approved  
Not Approved 4/7/81  
Date

[Signature]  
Chairperson Div. Curr. Comm.

Signature

SENATE CURRICULUM COMMITTEE

SCC # 80-31-19 Proposal Received 12/10/80 Open Hearing Held 5/18/81

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

Approved by the Curriculum Committee: Date 5/18/81

Presented to Executive Committee of the Faculty Senate as information: Date 6/2/81

Notifications forwarded: Vice President for Academic Affairs: Date           

[Signature]  
Signature: Chairperson, Senate Curriculum Committee



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

DEPARTMENT OF  
CURRICULUM AND INSTRUCTION  
Elementary, Early Childhood Education  
(609) 445-6362 or 9363

MEMORANDUM

TO: Ms. Tannenbaum  
Member Divisional Curriculum Committee

FROM: C. L. Calliari, Chairperson, Math Ed. Curriculum Committee

DATE: March 4, 1981

SUBJECT: Addendum to C/M Mathematics Course Change Requested

NATURE OF FIELD COMPONENT

The field component of the course would involve an addition of 10 to 15 clock hours per semester in an elementary school classroom. During this time the pre-service teacher would assume the following responsibilities:

1. Observation - formal observation of mathematics lessons.
2. Preparing Materials - learning centers, projects, manipulatives.
3. Evaluating assignments - homework, seatwork, tests, projects.
4. Individual/Small Group Lessons - I.E.P.'s, skill lessons, etc.
5. Tutoring on Mathematics - subject to competence and approval.
6. Field log - log describes activities, scope and nature of lab experience.

Assignments are made at the mutual convenience of the school and the pre-service student. Where possible, students may visit schools in their own vicinity. Letters from the course instructor accompany the student and include provisions for principal and/or classroom teacher to verify satisfactory completion of classroom responsibilities. (Copy attached)

Field log becomes part of student's departmental file.

CCL/djb

## COURSE DESCRIPTION

This 4 s.n. course provides a combination of field based laboratory and classroom experiences to introduce methods and materials for elementary school mathematics teaching. The course develops techniques for working with children at all elementary levels, including mainstreamed learners.

This course is required for undergraduate majors in the General Elementary and Kindergarten-Primary programs. It is a prerequisite for specializing in elementary mathematics teaching.

The Elementary Education Department requests a change from 3 s.h. to 4 s.h. for its Mathematics Curriculum & Methods courses. (Elementary level and Kindergarten-Primary level)

The Elementary Education Department feels that all methods courses should include laboratory work, i.e., work with children, to strengthen undergraduate teacher preparation. The courses listed above are the only ones that currently do not have a laboratory/field component associated directly with the course.

The Department Mathematics Curriculum Committee and the Department recommend the addition of the one credit laboratory/field component to provide students with the opportunity to more closely relate course content to practice in elementary classrooms.

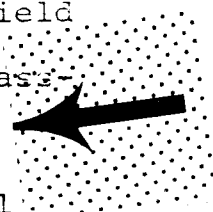
This one credit adjustment will add one credit to the total number of course credits required for teacher certification at the elementary level.

Consideration of this matter was given by all instructors of these courses at recent Department Math Curriculum Committee meetings. This committee consulted with other committees of the Department (such as Professional Laboratory Experience Committee) and it was decided that total Department approval was needed. The Department recorded its approval at a Department meeting on December 5, 1980.

The Math Curriculum Committee also cites the NASTDEC Standards and the report of the State Commission on Teacher Preparation (informally known as the Newman Commission) which strongly suggest the need to provide maximum field experiences directly relating course content and practice in the elementary schools as supportive of this change.

We have informally discussed this proposed change with Dr. Janice Weaver, Dean of Professional Studies, who will indicate her support through signature in the process for approval route for curriculum change.

Since this is a Department specialization course required only of our majors and taught only by our Department faculty, we believe the close consideration of our Math Curriculum Committee, our full Department, and our Dean fully meets the intent of the consultation requirements.



SIGN  
HERE



State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

MEMO

TO : School Principals and Elementary Classroom Teachers  
FROM : Carl Calliari - Course Instructor  
RE : Intern Observation C&M III MATHEMATICS

As a way of making the methods course in the teaching of arithmetic at the elementary level more meaningful the student is being asked to observe in an elementary school program. I have suggested to students who already have a rapport or working relationship with a teacher, principal, administrator, etc. that they observe in that situation. This alleviates the problem of an outside observer coming in and distracting the teacher and the children.

My expectations are solely that the college intern observe youngsters in an arithmetic or mathematics situation. If appropriate and/or possible any experience which would permit the intern to interact with the children such as tutoring, marking arithmetic assignments, helping with arithmetic drill and practice, constructing of learning centers etc. would obviously lead to a more thorough understanding of the teaching process. The amount of time spent in the classroom is to be determined by your willingness to participate and the students class and work schedules. It is hoped it would be at least one hour per week minimally.

In any event your contribution to the training of future professionals would be greatly appreciated by both the intern and myself. If you have any questions concerning the program please feel free to call me. My office no. is 445 - 5292 Monday, Wednesday, and Thursday, 9 to 3 P.M.



State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

Dear Colleague:

This letter is to confirm the appointment of \_\_\_\_\_ as a student tutor in your building. The experience involves a minimum of 15 classroom hours of observation, participation and tutoring in area of elementary mathematics.

Your participation in the training of these pre-service teachers is sincerely appreciated.

Sincerely,

Carl L. Calliari  
Assistant Prof. Education

CLC/emb

Please initial the letter below to confirm that the student has completed a minimum of 15 clock hours of observation, participation and/or tutoring under your guidance and direction.

\_\_\_\_\_  
( Teacher, or Principal )

\_\_\_\_\_  
( Date )

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade Level

## COURSE DESCRIPTION

This 4 s.h. course provides a combination of field based laboratory and classroom experiences to introduce methods and materials for elementary school mathematics teaching. The course develops techniques for working with children at all elementary levels, including mainstreamed learners.

This course is required for undergraduate majors in the General Elementary and Kindergarten-Primary programs. It is a prerequisite for specializing in elementary mathematics teaching.