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OFFICE OF THE PROVOST  
PROCESS A

NON-GENERAL EDUCATION - CURRICULUM PROPOSAL

SCC #04-05- 361

DEC 22 2004

Deadlines

October 8, 2004 to be implemented Fall 2005 \* Regular Fall 2005 to be implemented Spring 2005

PROPOSAL TITLE: Practicum in Mathematics and Literacy

Sponsors: Susan Taber email: taber@rowan.edu 3812  
Robin McBee email: mcbee@rowan.edu 4736

DEPARTMENT: Elementary/Early Childhood

COLLEGE: Education

If Liberal Arts & Sciences CHECK:  History/Humanities  Math/Sciences  Social/Behavioral Sciences

UNDERGRADUATE  GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New not gen-ed course
- Short-term not gen-ed course
- Minor curricular changes (extension, time, etc.)
- Existing not gen-ed course
- Not gen-ed degree requirements
- Major
- Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date 9/24/04  
Department Curriculum Chair: [Signature] Date 9/24/04  
Academic Dean: [Signature] Date 11/2/04

\* Dept. Curriculum Committee is Committee of the Whole, with Department Chair as Chair

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date 12/01/04 Approved  Not Approved

COLLEGE CURRICULUM CHAIR [Signature]

Senate Curriculum Chair Signature [Signature] Date Senate Announcement 11/20/04

Comments \_\_\_\_\_

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date 1/18/05

Approved  Not Approved

REGISTRAR

Date 1/25/05 Course Description Revised & Approved - Reg's Taxonomy & Course # 0802338

Registrar Signature [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- OAP
- VP Student Affairs
- Others

DB/B

TM  
2/7/05

(rw)

## COURSE PROPOSAL

### Details

- a. **Course Title:** Practicum in Mathematics and Literacy
- b. **Sponsor(s):** Dr. Susan Taber, Department of Elementary/Early Childhood Education  
Dr. Cindi Hasit, Department of Reading  
Dr. Robin McBee, Department of Elementary/Early Childhood Education
- c. **Credit Hours:** 1 semester hour
- d. **Course Level:** Junior (300 level)
- e. **Prerequisites:** First semester professional sequence course  
Co-requisites: Mathematics Pedagogy for Elementary Teachers, 0802.3##; Differentiated Literacy Instruction, 0830.3##
- f. **Suggested time and scale of implementation:** Fall 2005. This one credit field experience is required for all teacher candidates specializing in Elementary Education and will be taken concurrently with two courses, *Mathematics Pedagogy for Elementary Teachers* and *Differentiated Literacy Instruction*. The practicum will be offered as a full day placement in an elementary school classroom on Tuesdays or Thursdays. Candidates enrolled in the Tuesday practicum will be enrolled in Thursday sections of the two concurrent courses and students enrolled in the Thursday practicum will be enrolled in Tuesday sections of the two concurrent courses. It is projected that 5 sections of this course will need be offered in the Fall and Spring.

See attached e-mail for specific courses  
elf

### Curricular Effect

- This course will be required for all Education Majors specializing in Elementary Education.
- Since this course will be taken in conjunction with a course offered by the Reading Department, both departments will need to coordinate scheduling and staffing, as well as the tasks that are required to be completed as a part of the practicum. See attached letter of support from the Reading Department.
- Since this is a field internship, teaching of this course is in the form of field-based supervision. The staffing of this supervision will necessitate coordination between the Departments of Elementary/Early Childhood Education and Reading.
- **Offerings:**  
This course, along with all courses proposed under the new Bachelor of Arts in Education Degree Program, Elementary (K-5) Specialization, is proposed as part of the programmatic package of courses that would replace the courses formerly offered under the Bachelor of Arts in Elementary Education Program. Some of the content of this course is similar to content in Educational Studies III; however, because that course no longer meets state code, it will no longer be offered.
- **Adequacy:**  
Since this is a field internship, teaching of this course is in the form of field-based supervision. The staffing of this supervision will necessitate coordination between the Departments of Elementary/Early Childhood Education and Reading. No additional staff will be required.
- **Recommended Library Resources:**  
Library resources required for this course are listed under the two associated courses, *Mathematics Pedagogy for Elementary Teachers* and *Differentiated Instruction in the Inclusion Classroom*.
- **Short-term Evaluations:** Not Applicable

## **Rationale**

The *Practicum in Mathematics and Literacy* will present the Rowan University elementary teaching candidates with opportunities to observe and practice teaching mathematics and literacy instruction. The students will carry out instructional tasks in both subject areas and deliver lesson plans, both individually and collaboratively. Such instruction may also incorporate other subject areas, such as science, social studies, or the arts, and will take into consideration the developmental, linguistic, cultural, social, economic, and gender needs of the students. The practicum will also provide the elementary teacher candidates with opportunities to reflect upon their growth as novice curriculum designers and elementary educators.

This course will help Rowan elementary teacher candidates develop a realistic view of teaching and learning through work in local schools, and it will form part of the College of Education's overall plan to provide its teacher education candidates with "diverse, well-planned, and sequenced experiences in P-12 schools" (NCATE, 2002, p. 4). This is a primary emphasis in the College's NCATE national standards (the focus of the third of five standards), which call for extensive, multiple, and varied experiences in the field for candidates, for increasingly more sophisticated experiences in the sequence of field experiences which candidates undergo, and for collaboration between college faculty and school personnel in planning such experiences (College of Education's Conceptual Framework, 2004; NCATE, 2002).

## **Essence of the Course**

### **a. Objectives of the Course**

Teacher candidates will be able to:

- Identify a variety of instructional approaches and the use of various technologies to promote mathematical thinking and understanding appropriate to students' stages of development, learning styles, strengths, and needs;
- Design and deliver lesson plans, which incorporate mathematics and literacy instruction and state and national standards in the content areas of mathematics and literacy.
- Demonstrate, through their work and reflection on their work in assigned classrooms, sensitivity to cultural, linguistic, gender, economic, and social issues.
- Collaborate with fellow students in the delivery of lesson plans.
- Reflect upon their growing understanding of the complexity of successful classroom instruction in literacy and mathematics.
- Scaffold instruction for students with special needs to provide access to literacy and mathematics instruction

### **b. Topical Outline/ Content**

- Design and deliver lesson plans in mathematics and literacy that address the NJCCCS and national standards in mathematics and literacy.
- Create learning centers for literacy and mathematics skills and content.
- Successfully assist cooperating teacher with instruction.
- Write reflective examinations of evolving understanding of the teaching and learning process.
- Tutor a student with special needs to assess literacy and provide appropriate instruction.
- Interview elementary students to assess understanding of mathematics concepts and procedures.

**c. Evaluation of Students and Grading Procedure**

- Formal observation by course instructor of a lesson taught to elementary students in field placement.
- Personal reflections based on individual/collaborative instruction.
- Field-based teacher evaluations of student content knowledge, teaching skills, and dispositions for teaching

**d. Course Evaluation**

The procedures that will be used to assess the success of the course in meeting the goals and objectives of the College of Education are: student course evaluations and appropriate departmental and program curriculum review processes.

**Results of Consultations**

The following departments or offices in the College of Education were consulted:  
Elementary/Early Childhood Education, Robin McBee  
Department of Reading, Cindi Hasit  
Office of Field Experience, Robert Kern

See Appendix for results of consultations.

## **Catalog Description**

Practicum in Mathematics and Literacy 0802.3##

This field experience course provides an opportunity for candidates in the Elementary Education Specialization to practice their developing instructional skills once a week in a K-5 classroom setting. Candidates will work with partners in assigned classrooms to assist with literacy and mathematics instruction and to take the lead in developing and teaching lessons in literacy and mathematics.

Prerequisites: First semester professional sequence course

Co-requisites: Mathematics Pedagogy for Elementary Teachers, 0802.3##; Differentiated Literacy Instruction, 0830.3##

## Faison, Christy

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**From:** Robin H. McBee [mcbee@rowan.edu]  
**Sent:** Saturday, January 15, 2005 12:47 PM  
Taber, Susan B.; Faison, Christy; Meyers, David Mark; Milou, Eric; Moss, Janet G.; Mosto, Patricia; Wiest, Rosemarie  
**Subject:** Re: SCC 04-05-361,363

For 361:

Prerequisites: Inquiry and Discovery in the Elementary Classroom, 0802.3XX; Practicum: Assessment in Elementary Classrooms, 0802.3XX; Differentiating Instruction: Teaching in the Inclusion Classroom, 0808.3XX

For 363:

Prerequisites: Mathematics Pedagogy for Elementary Teachers, 0802.3##; Practicum in Mathematics and Literacy, 0802.3##; Differentiated Literacy Instruction, 0830.3##

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>>> "Faison, Christy" <Faison@rowan.edu> 01/13/05 09:32 AM >>>

Hello All,

On course proposals 04-05-361 and 363, would you please clarify the prerequisites using course titles, as opposed to "junior level professional sequence of courses" and "first semester professional sequence course" Thanks, Christy

Christy L. Faison, Ed.D.  
Interim Provost  
Rowan University  
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