



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.

Proposal Title Productive Staff Involvement and the Early Childhood Teacher/
Elementary School Teacher

Sponsor(s) Dr. Charles Keating, Dr. Marion Hodes Dept. Curriculum and Instruction:
Elementary/Early Childhood Educ.

Check One { Course x Credit/Level/Title Change _____ Other _____
Concentration _____ Specialization _____ Major Program _____ Certification _____

Graduate _____ Undergraduate x No. of Credits 1 - 4

REVIEWS		
Department Curr. Comm. <u>(Telle XX Etch)</u>	Division Curr. Comm	Dean of Division
Reviewed <u>4/2/79</u> Date	Reviewed <u>4/27/79</u> Date	Reviewed <u>4/27/79</u> Date
Approved _____ Not Approved <u>4/2/79</u> Date	Approved _____ Not Approved <u>4/27/79</u> Date	<i>Suggest logic approach - Prod Staff Involvement's Early Childhood as 2 level educ to present effort to do least credible - but common to line w/ faculty and curriculum James D. Wilson</i>
<u>Marion R. Hodes</u> Chairperson Dept. Curr. Comm.	<u>W. T. ...</u> Chairperson Div. Curr Comm.	Signature

*circulated throughout Dept.
for full approval (No Dept. Mtg
Scheduled during time.)*

SENATE CURRICULUM COMMITTEE
SCC # 78-71-72 Proposal Received 4/5/79 Open Hearing Held 5/16/79

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

Subject to review

Approved by the Curriculum Committee: Date 5/25/79

Presented to Executive Committee of the Faculty Senate as information: Date 5/24/79

Notifications forwarded: Vice President for Academic Affairs: Date 6/5/79

Marion R. Hodes
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: *J. Weaver* Academic Dean

Date 6/19/79

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: *Laurie J. Blaw* Vice President for Academic Affairs

DATE 7-2-79

NEW COURSE PROPOSAL

DEPARTMENT OF CURRICULUM AND INSTRUCTION:
ELEMENTARY/EARLY CHILDHOOD EDUCATION

TITLE OF THE COURSE: Productive Staff Involvement:
The Early Childhood Teacher or The
Elementary School Teacher
Goal Setting Methodologies 1 cr.
Planning and Work Relationships 1 cr.
Self Motivation 1 cr.
Performance Appraisal 1 cr.

SPONSORS: Dr. Charles J. Keating
Dr. Marion R. Hodes

A. Essence of the Proposal

1. The course Productive Staff Involvement is requested for variable credit, 1-4 semester hours. Credit hours are to be determined by the modules offered. There are four modules in the course; if one is offered in a semester, one credit is offered; if two modules are offered, two credits are offered, etc. The amount of credit will be determined prior to the course being offered.
2. Enrolled students will be undergraduate Elementary/Early Childhood majors at the junior or senior level or inservice teachers/ staff who have previously or presently are working as members of an educational staff in an Early Childhood Program or an Elementary Education Program
3. Prerequisites for the course are:

that the student is currently having or has already had a major professional experience

or

that the student is currently working or has previously worked with an educational staff.
4. This course is planned as
 - a. an education elective for undergraduate students seeking a Bachelor's Degree in Elementary/Early Childhood Education as an education elective.
 - b. part of the Elementary/Early Childhood Education courses available for inservice training programs

5. It is planned to offer this course beginning with the Fall semester, 1979, and continuing through 1980-81 as needed in contracted training programs. (There is a 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 has 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 met adequately. It is likely that this course may appropriately be scheduled off campus frequently to meet the needs of a specific clientele.
4. Uniqueness of the course:

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

- a. As a classroom teacher, relating to pupils using classroom teaching skills.
- b. As a member of an educational organization with staff/school responsibilities for goal setting, leadership, management, motivation and development.

Many of our existing professional courses focus primarily on developing skills and competencies dealing with the first roles. At the present time, only one professional course focuses on the development of the staff as a team: 0823.385 Center/School/Staff Roles and Responsibilities which focuses primarily on team building: theory and practice, communication skills, interpersonal skills, and group process: theory and practice. This new proposed course Productive Staff Involvement and the Early Childhood Teacher (or Elementary School Teacher) will focus primarily on: special characteristics of service/educational organizations, staff contributions to participative management, motivation theories, staff performances appraisal skills, time management skills for teachers, job assessment/enrichment techniques. In the past, management and leadership skills were generally reserved to those in management. Current theory and practice of participative and effective management indicate that such skills need also be shared by all staff members. This course will increase the competency of the teacher as a member of an educational organization with specific organizational responsibilities.

5. Specific Objectives of the Course

Module 1

Students will demonstrate

- a. understanding of an educational organization as a unique service organization and increased awareness of the special characteristics of a service organization.

- b. improved skills to develop staff profiles for needs and strengths analysis.
- c. understanding of goal setting methodologies for an Elementary/Early Childhood educational program staff.

Module 2

Students will demonstrate understanding of

- d. staff meeting designs and improved skills in implementing these designs.
- e. the differences between functional and team leadership, of the appropriate use of each and of the dynamics of changing staff leadership.
- f. staff relationship patterns and increased skills to improve these patterns.

Module 3

Students will demonstrate understanding of

- g. the dynamics of staff competition/cooperation cycles and increased skill in the appropriate use of each of these cycles.
- h. staff behavior and increased skill in reducing dysfunctional behavior.
- i. theories of motivation and increased skill in the use of appropriate motivation processes.

Module 4

Students will demonstrate

- j. improved skill's in staff performance appraisal.
- k. improved skill's in the use of time.
- l. understanding of theories of job enrichment and increased skills in job assessment.

6. Evaluation Procedures

- a. Cognitive understanding will be evaluated by pretesting and posttesting with a written instrument.
- b. Skill competencies will be evaluated by a process of observation and feedback.

C. Topical Outline

Module 1

- 1. Theory on the unique characteristics of service organizations as they relate to an educational organization.
- 2. Data gathering methods, collation and analysis of data for the construction of staff profiles that highlight strengths and needs.
- 3. The use of "management by objectives" in the Elementary/Early Childhood educational organization.

Module 2

4. Staff meeting models: theory, discussion and skill practice with teacher observation and feedback.
5. Theory on the dynamics of changing leadership in Elementary/Early Childhood staffs; skill training in the use of functional leadership and in the use of team leadership; discussion and reflection on the appropriateness of participative leadership.
6. Theories of group relationships; observation and feedback on patterns of relationships; ways to improve staff relationships.

Module 3

7. Theory of the cycles of conflict and cooperation in groups as it refers to staffs of Elementary/Early Childhood Programs; skill practice and experience in the appropriate use of the cycles.
8. Theory on our perception of staff strengths and weaknesses, using the Strength Deployment Inventory.
9. Theories of motivation, especially Maslow's and Herzberg's, and their relationships to educational staffs.

Module 4

10. Theory and skill practice in methods of staff performance appraisal.
11. Training and practice in the improved use of time.
12. Theories of job assessment and enrichment; demonstration and use of the theories when appropriate.

D. Rationale

The Department of Curriculum and Instruction: Elementary/Early Childhood Education of Glassboro State College continues to assume a significant training role in the elementary education and early childhood communities. Requests for help are numerous. College staff have served as workshop leaders, speakers, and trainers 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 training and instruction conducted by faculty members of Glassboro State College during the first three years of the Title XX Training Contract (1976-79) utilized course 0823.385: Center/Staff Roles and Responsibilities, a basic undergraduate course in team building. The assessment of the training at present indicates that it has been quite useful to Day Care Center staffs, and that there is considerable interest in pursuing staff development in greater depth as 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 level has also been requested from the Department. It is both an objective of the Department and the Division 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 Elementary/Early Childhood undergraduates and those at the undergraduate level presently working in educational settings. (There is intent to submit a proposal for a graduate level course focusing on this area of learning to meet the graduate level inservice needs of the educational community in the near future.)

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

Depending upon the needs of a particular staff (especially when an off campus early childhood/elementary education program is the client), 1 to 4 credits will be given, allowing the course to focus on the special needs of the staff.

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

E. Results of Consultation

Eight faculty members in the Early Childhood Program (presently teaching in the Day Care Training Project) were involved in the development of this proposal and have approved the current proposal at the April 2, 1979 Project meeting.

Copies of this proposal were circulated to members of the entire Department. Suggestions for improvement, etc. will be incorporated into the proposal. The Department Chairperson, Dr. Marion R. Hodes, is serving as a co-sponsor of this proposal. Dr. Judy Washington, Chairperson of the Early Childhood Program, has been consulted and indicated approval.

Productive Staff Involvement: The Early Childhood Teacher/Elementary School
Teacher, 1-4 sh., 0823.421

- F. Catalogue Description (to be listed under both Elementary Education and
Early Childhood Program)

This course will provide the student with an understanding of organization issues as they relate to an educational staff. Trainers will understand and increase their skills to contribute to participative management, to staff performance appraisal, to improved use of time, and to job assessment and enrichment. Skill practice and learning by doing will be the principal methodology of this course.

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

May 9, 1979

Dr. Charles Keating
Early Childhood Education
Glassboro State College

Dear Dr. Keating:

Re: Course Proposal

I have reviewed your course proposal entitled Productive Staff Involvement and the Early Childhood or Elementary School Teacher and recommend the approval of same.

Sincerely,

A handwritten signature in cursive script that reads "Maurice G. Verbeke".

Maurice G. Verbeke, Chairman
Educational Administration Department

MGV:mmk