

Faculty Senate Curriculum Committee

Approval Form

Proposal Title: TEACHING 1: CURRICULUM AND INSTRUCTIONAL THEORY

Sponsor(s): Elementary Education Department Dept.: Dept. of Curriculum & Instruction
Ad Hoc Committee: Jean Anderson, Chairperson Elementary/Early Childhood
Department

Check one: Course Specialization Concentration Achievement Certificate
 Certification Program Major Program Minor Change
(please name: deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>10/15/86</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Jean Anderson</u> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed <u>10/15/86</u> Date</p> <p><u>Jean Anderson</u> Chairperson, Dept.</p>	<p>Step 2 (Receipt)</p> <p>SCC# <u>86-87-82</u></p> <p>Proposal Received <u>10/17/86</u> Date</p> <p><u>Brenda A. Bolay</u> Chairperson, SCC</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>11/26/86</u> Date</p> <p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>Ethel Combs</u> Chairperson, School Curr. Comm.</p>
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Step 4 (Academic Dean) **Comments:**

Reviewed 12/15/86
Date

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing 12/15/86
Date Approved by Senate Curriculum Committee 12/15/86
Date

Returned to sponsor(s) for the following reasons:

Step 6 (Faculty Senate)

Presented to Faculty Senate : 1/20/87
Date Approved Not Approved

Notification to Vice-President Academic Affairs 2/4/87
Date Brenda A. Bolay
Signature, SCC Chairperson

1. Details

- A. Course Title: TEACHING 1: CURRICULUM AND INSTRUCTIONAL THEORY
- B. Sponsor: Department of Curriculum and Instruction:
Elementary/Early Childhood Education
Ad Hoc Committee: Jean Anderson, Robert Blough, Evelyn
Borgen, Carl Calliari, Donald Zimmerman
- C. Course Level: Undergraduate, 3 credit hours - Junior level
- D. Curriculum Effect: Major Professional Course Requirement
- E. Prerequisites: (1) Professional: 0801.101 Careers in Education, 0802.220 School-Based Observations, 0830.281 Foundations of Reading, 0822.300 Child Development, 0822.315 Educational Psychology

(2) Students will have completed a minimum of 60 s.h. with a 2.5 GPA in General Education and an academic major appropriate to elementary education requirements.
- F. Suggested Time and Scale of Implementation: To be offered in Fall, 1987
- G. Adequacy: Department staff and resources, library facilities, and holdings are sufficient to implement the course.

2. Rationale

The New Jersey Department of Education has required that the professional education courses for preparing elementary teachers be confined to the Boyer (report) topics. This course has been designed to conform with the State mandate. The course will cover a portion of the Boyer content.

3. Essence of the Course

A. Objectives:

Students will be able to:

- (1) Describe Bruner's contribution to the teaching of cognitive knowledge.
- (2) List and describe the following four knowledge forms:
 - (a) Bloom's six levels of cognitive skills
 - (b) Gagne's types of learning
 - (c) Tieman and Markle's "Types of Learning"
 - (d) Engelmann and Carnine's cognitive knowledge forms
- (3) Describe the rationale for typical curriculum organizational patterns
- 4) Select and analyze specific curricula examples

Cite the advantages and disadvantages of spiral and linear curricula designs.

analyze several curriculum packages in terms of the content taught and seven categories that must be considered in planning to teach effectively that are currently cited in the Effective Teaching Research.

B. Topical Outline

- (1) Cognitive Knowledge
 - (a) Bruner's contribution
 - (b) Cognitive knowledge forms
 - (1) Bloom's six levels of cognitive skills
 - (2) Gagne's types of learning
 - (3) Tieman and Markle's "Types of Learning"
 - (4) Engelmann and Carnine's cognitive knowledge forms
- (2) Organization of the Curriculum for Grades Preschool-Grade 8 (in a self-contained classroom)
 - (a) math
 - (b) science
 - (c) social studies
 - (d) language arts
 - (e) special areas
- (3) Specific Curriculum Study
 - (a) math
 - (b) science
 - (c) social studies
 - (d) language arts
 - (e) special areas
- (4) Curricula Designs
 - (a) spiral
 - (b) linear
- (5) Effective Instruction
 - (a) setting of goals
 - (b) setting of priorities
 - (c) making teaching decisions
 - (d) allocation of time
 - (e) pacing instructions
 - (f) questioning techniques
 - (g) student practice and independent work
- (6) Model Programs- Study of Curriculum and Content
 - (a) Missouri Math Effectiveness Study
 - (b) Direct Instruction Follow Through Program
 - (c) Hunter Model Follow Through Program
 - (d) Texas Elementary School Study
 - (e) Nimmicht Preschool Model
 - (f) Montessori Preschool Model/High Scope Model
 - (g) Others

C. Student evaluation will take place through performance on quizzes and examinations, with projects and class demonstrations also required.

D. State monitoring will judge the consistency of the course with the required State mandated content. The Elementary Education Department will monitor the course to assure quality.

4. The following faculty have reviewed and approved this proposal:

Dick Zahn, Foundations of Education
Dick Gardiner, Secondary Education
Carolyn Hamlet, Special Education
(See attached for comments.)

5. Additional Information: None

6. Catalog Description

TEACHING 1: CURRICULUM AND INSTRUCTIONAL THEORY

This course is a requirement for early childhood and elementary teaching certification in the Bachelor's degree program in Elementary Education. It is the first course in a sequential series of four related courses that prepare students for student teaching. The emphasis in this course is on understanding the curriculum structure and content, including study of the curriculum from preschool through the elementary grades. (See Department for general education, academic major and professional prerequisites; Junior level standing with a minimum 2.5 GPA required.)



GLASSBORO STATE COLLEGE

Curriculum and Instruction: Secondary Education Department

Glassboro, New Jersey 08028-1752 (609) 863-6071

MEMORANDUM

TO: George Brent
FROM: Dick Gardiner
DATE: October 14, 1986
SUBJECT: Course Proposals

I find this package to be an excellent introductory sequence. All of the basics are included. Note several minor word changes.

DG/db



GLASSBORO STATE COLLEGE

Foundations of Education Department

Glassboro, New Jersey 08028-1757
(609) 863-7111

MEMORANDUM

TO: George Brent, Chairperson
FROM: Dick Zahn *DZ*
DATE: October 15, 1986
SUBJECT: "Boyer Content" courses sponsored by Elementary/Early
Childhood Department

I have examined the outlines of ~~the~~ five "Teaching" courses and they appear to be consistent with Boyer Report Topics. Within the constraints of the New Jersey Department of Education mandates, these courses seem to do a better than adequate job.

DZ/djb



GLASSBORO STATE COLLEGE

Special Educational Services/Instruction Department

Glassboro, New Jersey 08028-1751 (609) 863-7091

TO: Dr. George Brent
Department of Curriculum and Instruction: Elementary

FROM: Carolynn C. Hamlet *CCH*

DATE: October 15, 1986

RE: Teaching One to Five Courses

The courses have been thoughtfully written so as to reflect current research in the field of elementary education. Your efforts are to be commended! They should serve your students well.

CCH:cm