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FACULTY SENATE

CURRICULUM COMMITTEE

Course Approval Form

approved 11/24/75

SCC #74-75-54
74.5/54 ©

Department EARLY CHILDHOOD/ELEMENTARY EDUCATION

Title THE NATURE OF EARLY CHILDHOOD EDUCATION

Sponsor(s) Dr. Marion Hodes, Dr. Judy Washington No. of Credits 5
Mr. John Prondzinski

Approved by the department Graduate ()

Not recommended by the department Undergraduate (X)

Information copies forwarded: Academic Dean; Chairman; Curriculum Committee

Marion R. Hodes / Frank C. Coffey
Signature: Department Chairman

ACADEMIC DEAN

Consultation on proposal has been held

Comments:

[Signature]
Signature: Academic Dean

CURRICULUM COMMITTEE

Proposal received 4/15

Open Hearing held 5/2

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

Approved by the Curriculum Committee 5/2/75 J?

Presented to Executive Committee of the Faculty Senate as information

Notifications forwarded: Academic Dean; Department Chairman

[Signature]
Signature: Chairman, Curriculum Committee

approved
[Handwritten notes]

COURSE PROPOSAL: THE NATURE OF EARLY CHILDHOOD EDUCATION

I. Title of the proposed course: The Nature of Early Childhood Education
Department: Early Childhood Program of the Elementary Education Department
Sponsors: Dr. Marion R. Hodes, Dr. Judy Washington, Mr. John Prondzinski

II. Essence

1. This course is recommended as an undergraduate course of two semester hours. The course will consist of both academic classwork and limited laboratory (field) observational experience.
2. It is suggested as an introductory course to the field of early childhood education for sophomores and juniors.
3. There are no prerequisites other than the student is a declared major or is considering the field of early childhood education.
4. In general, this course is seen as the first in the professional sequence of courses. It may be taken prior to or concurrent with 0823.351 Language Development and the Language Arts in Early Childhood Education. (It should be noted that this new course proposal is related to the forthcoming request to change the course credit hours for 0823.351 Language Development and Language Arts in Early Childhood Education from five (5) semester credit hours to four (4) semester credit hours.) Students will be advised to take this new course concurrent with or following their required course in Child Development, wherever possible.
5. Upon approval, it is recommended that this course be offered in the Summer and in the Fall semester of the next coming academic term beginning with Summer, 1975.

III. Other Details

1. Present early childhood faculty will assume the responsibility for teaching this course. No new faculty will be needed as a result of the addition of this course. All resources including library resources are basically adequate and no unusual needs are anticipated resulting from this course.
2. It is anticipated that the Bozorth Early Childhood Demonstration Center will (through appropriate scheduling) be able to provide the space and classroom Needs associated with this course.
3. This course fulfills a basic need presently lacking in the professional course sequence - that is, providing majors and potential majors with an introduction to the field of early childhood education prior to their participation in the curriculum and methods courses. Potentially, it provides students with opportunities for decision-making regarding professional career choices on the basis of a study of the field. Students reactions and interests will also provide professors with a more solid basis for academic advisement. In addition, it is anticipated that the addition of this course will assist students in better relating and integrating the learnings they experience in the curriculum and methods sequence of courses.

4. Specific Objectives

- A. Students will be able to demonstrate an understanding of:
 - 1. The history of early childhood education.
 - 2. The present status of early childhood education in the United States and in other cultures.
 - 3. Varying philosophical or methodological approaches in early childhood education.
 - 4. The relationship of early childhood education and elementary education.
 - 5. The relationship among components of early childhood programs, such as the environment, staff utilization, materials, parental involvement and curriculum.

- B. Students will demonstrate skill in:
 - 1. Observing young children as a means for determining developmental stages.
 - 2. Observing various types of early childhood programs to determine differences in approaches to meeting needs.
 - 3. Observing various approaches to classroom management and organization as a means for meeting individual pupil needs in a group setting.

- C. The student will demonstrate attitudes that show appropriate understanding, concern, and respect for:
 - 1. The role of the family in early childhood education.
 - 2. Cultural differences in child-rearing practices.
 - 3. The role of the community and other resources/professions in assisting the young child and his/her family.

5. Topical Outline

- A. History of Early Childhood Education in America Changed conceptions, social conditions, etc. contributing to the Early Childhood Education movement

- B. Types of Early Childhood Programs
 - 1. Similarities and differences among programs
 - 2. Various types of programs available, e.g.:
 - a. Nursery School
 - b. Day Care
 - c. Headstart - Get Set
 - d. Kindergarten
 - e. Laboratory Schools
 - f. Play Groups
 - g. Parent Cooperatives
 - h. Infant Programs

- C. The Young Child
 - 1. Techniques of Observing Young Children
 - 2. Basic Needs of Young Children
 - 3. Behavioral Characteristics of Young Children
 - 4. Development of Healthy Self-Concept
 - 5. How Young Children Learn
 - 6. Meeting Children's Needs through Early Childhood programs

- D. Analysis and Discussion of Components of Early Childhood Education Programs
 - 1. The Environment
 - 2. The Materials
 - 3. The Staff
 - 4. Parent Involvement and Responsibilities
 - 5. The Program Activities

- E. Expression in Early Childhood Programs
 - 1. The Role of Play in Children's Development and Learning
 - 2. Interest Centers
 - 3. Language Development
 - 4. Arts and Crafts
 - 5. Dance and Movement
 - 6. Writing, Painting, and Drawing, etc.

- F. Creativity in the Classroom
 - 1. Characteristics of Creative Behavior
 - a. The Child
 - b. The Teacher
 - 2. Principles of Creative Teaching
 - a. Teaching Strategies that encourage Creativity
 - 3. Creative Expression in the Classroom
 - a. Planning the Environment for Creative Experience

- G. Discipline in Early Childhood
 - 1. Definition
 - 2. Causes of Behavior Problems
 - 3. Methods for Dealing with Behavior Problems
 - 4. Preventive Teaching Techniques that Minimize Disruptions and Problems
 - 5. Punishment and its Hazards

- H. Models in Early Childhood Programs
 - 1. Education Development Center - Open Education
 - 2. Piaget-Oriented Curriculum
 - 3. Montessori
 - 4. Behavioral Analysis
 - 5. Bereiter-Englemann
 - 6. The New Nursery School
 - 7. Florida Parent Education
 - 8. Tucson Cross Cultural Model
 - 9. Glassboro Model

- I. Areas of Special Challenge
 - 1. Children with Special Considerations
 - a. The Disadvantaged Child
 - b. The Bi-Lingual Child
 - c. The Special Needs Child

IV. Rationale

Several years have passed since the beginning of the major in early childhood education at Glassboro State College. The experience gained in these years has indicated that students have many questions (and misconceptions) about this field and frequently make career choices based on little or no knowledge. The intent of this course is to provide a sound introduction and

overview of the field to better assist students in either choosing or committing themselves to a professional program.

In addition, major professors feel that this first contact with potential and/or declared majors will assist them in their role as academic advisors. It will be a "first setting" in which appropriateness of student goals can be explored. This course will assist the Department regarding entrance into the profession.

Until now, many of the objectives listed in this course proposal have been attempted by the professors teaching the previous first course in the professional sequence (0823.351 Language Development and Language Arts in Early Childhood Education.) All concerned have agreed that this has been very difficult and has seriously infringed on the major course content associated with the language development and the language arts program for young children. This new course proposal will also serve as a solution to this problem.