PROPOSAL SCC #00-01 306

CURRICULUM PROPOSAL FORM 2000-2001

NON-GENERAL EDUCATION PROCESS A

*DEADLINES: Deadline dates for 2000/2001 submissions: Regular proposals: October 20, 2000 to be implemented in Fall 2001; Short-Term proposals: December 8, 2000 to be implemented in Fall, 2001; Regular proposals February 16, 2001 to be implemented in Spring, 2002; March 23, 2000 for short-term courses to be implemented in Spring 2002.

PROPOSAL TITLE: Course and COGS Credit Change.

SPONSOR(S): Dr. Carl Calliari
            Dr. Lorraine Wylie
            Dr. Marion Rilling

DEPARTMENT: Elementary/Early Childhood

COLLEGE: College of Education

IF LAS CHECK ONE: ___ History/Humanities ___ Math/Sciences ___ Social/Behavioral Sciences

Check one: ___ Undergraduate ___ Graduate

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

___ New non-gen-ed course

___ Short-term non-gen-ed course

___ Minor curricular changes (fewer than three) to:
    ___ existing non-gen-ed course
    ___ non-gen-ed degree requirements
    ___ major
    ___ minor, specialization, concentration, track, certificate program

DEPARTMENT
(Signature indicates approval)

Dept. Curriculum Chair / Date

Dept. Chairperson / Date

ACADEMIC DEAN

Approved X Not Approved Comments:

Dean's Signature/Date
COLLEGE CURRICULUM COMMITTEE

Date of open hearing (if necessary): 2/15/XX
Approved □ Not Approved □
Comments:

Signature of College Chair/Date: [Signature]

UNIVERSITY CURRICULUM COMMITTEE

Date Received/Processed: 2/4/01
Comments:

Curriculum Chair Signature: [Signature]
Date Announced At Senate: 5-8-01

EXECUTIVE VICE PRESIDENT/PROVOST

Approved □ Not Approved □ If no, reasons are as follows:
Student Credit Hours □ Faculty Load Hours □ Equalized Credit Hours □

Official Copy & Approval Sheet Filed (Date): [Date]
Executive VP/Provost Signature/Date: [Signature] 5/15/01

REGISTRAR

Date Approved Course Description Received: 6/7/01
Hegis Taxonomy & Course Number Assigned
Registrar Signature/Date: [Signature] 6/7/01

NOTIFICATION FORWARD

□ Senate Curriculum Committee Chairperson □ Academic Dean(s)
□ Department Chairpersons □ Registrar □ Sponsor(s)
D. Martin Itzkowitz, Chair  
University Curriculum Committee  
Rowan University  
Nov. 2, 2000

Dear Martin:

Thank you for whatever considerations you may be able to make in this application process. We, in the College of Education, are trying our best to respond to the recent August, 2000 N.J. State Supreme Court mandate requiring all pre-school through grade three teachers (public and private) who teach in the 30 Abbott N.J. (low socio-economic) districts to receive the P-3 endorsement before September 1st, 2001 or forfeit their jobs in those districts. This is, I believe, a minor Certificate of Graduate Study in Early Childhood (COGS) program change from 12s.h. to 13s.h. as explained in the application. The curricular changes that are included on page 1 (curricular effects) and is the result of the addition of a field component to the original course.

If there is any other information you require, please feel free to call me at 4736 or calliari@rowan.edu
A PROPOSAL FOR
MINOR CURRICULUM CHANGE

1. DETAILS
   a-1 From: 0823.510 Curriculum Development in Early Childhood Programs 3 s.h.
   To: 0823.510 Curriculum Development in Early Childhood Programs 4 s.h.
   a-2 From: Certificate of Graduate Study (COGS) in Early Childhood Education 12 s.h.
   To: Certificate of Graduate Study (COGS) in Early Childhood Education 13 s.h.

b. Sponsors: Dr. Carl Calliari, Elementary/Early Childhood Education Department
   Dr. Lou Molinari, Elementary/Childhood Education Department
   Dr. Lorraine Wiley, Elementary/Early Childhood Education Department
   Dr. Marion Rilling, The Graduate School

2. RATIONALE
   a. Need
      The State of New Jersey has recently approved a new certification for teachers of young
      children-the P-3 Certificate (Preschool - Grade 3). There is a need to expand the skills of
      teachers certified in other areas of education and prepare them for this new teaching certificate.
      To implement this new teaching certificate, the NJ State Department of Education prepared
      guidelines for approved teacher preparation programs at New Jersey colleges and universities.
      Their guidelines for an approved program at the graduate level for teachers already certified but
      seeking the P-3 Certificate requires 13 semester hours of study. The requested semester hour
      change for this course, from three semester hours to four semester hours, will change Rowan's
      Certificate of Graduate Study (COGS) in Early Childhood Education 12 semester hours to
      13 semester hours and fully meet State requirements.

3. CURRICULAR EFFECT
   The addition of one semester hour for this course is requested for a field experience component.
   Since students who enroll in this course are teachers who are already certified in another area, several
   options for this field component will be provided to address the varying experiential background that
   the students will bring. For example, a teacher with some primary grade experience may direct field
   observations/participation activities to a preschool classroom(s). A middle school teacher would
   focus on both primary grade and preschool classrooms. A review of the goals of the Certificate of
   Graduate Study in Early Childhood Education and of this course suggests that opportunities to
   observe and participate in early childhood classrooms to gain curriculum experience would be a
   valuable addition to both the course and the COGS.

4. RESULTS OF CONSULTATION
   No other department is impacted by this change.
802.510  CURRICULUM DEVELOPMENT in EARLY CHILDHOOD PROGRAMS  4 s.h.*
* (Pending approval from 3 s.h.)

COURSE SYLLABUS

I.  COURSE OBJECTIVES
At the end of this course, students will:

1. Identify factors which influence early childhood curriculum development (e.g., cognitive, language, social-emotional, motor and aesthetic development of children; family-cultural contexts; historical, political, legal constructs)

2. Describe major developmental theories and national and state standards/recommendations related to early childhood curriculum

3. Analyze and compare early childhood curriculum models (e.g., organizational patterns; content selection; sequencing of instruction; integration across core curriculum content areas; responsiveness to cultural and linguistic differences; role of technology; and role of parents)

4. Design developmentally appropriate curriculum experiences in selected curriculum areas that demonstrate an understanding of diverse learning styles and the important role of play and foster a stimulating and safe classroom/school learning environment

5. Identify principles, strategies, and procedures for developmentally appropriate assessment and demonstrate an understanding of the relationship of assessment and curriculum

6. Demonstrate skill in adapting curriculum, instructional strategies, and materials for children with varying backgrounds and developmental levels, including at-risk children and children with special abilities and special needs

II.  TOPICAL OUTLINE

A. Major Factors Influencing Curriculum
   1. Developmental theories
   2. Cognitive theories
   3. Socio-cultural factors
   4. Historical, political, legal influences
   5. Professional organizations recommendations/standards
   6. State and national recommendations/standards

B. Curriculum in Developmentally Appropriate Programs
   1. Personal and social development
   2. Cognitive and language development
   3. Motor and perceptual development
   4. Aesthetic and creative development
   5. Effective strategies, materials, classroom organization
6. Role of play
7. Curriculum integration
8. Partnerships with parents/caregivers
9. Role of technology

C. Planning and Curriculum
1. Organizing and planning for integration
2. Comparing major curriculum models and programs
3. Adapting curriculum to meet children’s needs
4. Recognizing and incorporating cultural values
5. Curriculum articulation
6. Future trends/research

D. Assessment and Curriculum
1. Principles of developmentally appropriate assessment
2. Relating assessment and curriculum
3. Roles of parents/caregivers in assessment

E. Observing/Participating in Early Childhood Classrooms
1. Observation and recording skills
2. Purposes of observations
3. Evaluation and reflection

III. COURSE GRADING/EVALUATION
Regular attendance, punctuality, participation and a professional approach to all responsibilities and assignments are routinely expected of all graduate students. In addition to class participation, grades for this course will be based on the professional quality of the following assignments:

1. For each of the four seasons, theme unit plans or unit webs (including assessment strategies and involvement of parents) for a real or hypothetical preschool class. Adaptations for several identified special needs children should be included. (25%)

2. An annotated bibliography of children’s books/poems/etc. to enhance children’s development in each of the following areas:
   a. Understanding of self and family
   b. Social skills
   c. Respect for individual differences and cultural diversity
   d. General cognitive development
   e. Safety and health practices
   f. Mathematics and science understandings (25%)

3. Lesson plans and reflections for 3-5 classroom observations, participation activities, and/or lessons taught in preschool and/or primary classrooms. (25%)

4. Text and other assigned readings that serve as a basis for participation in class discussions and personal reflections. (Note: Quizzes based on readings and discussions, or other forms of assessment activities, may be given at the discretion of the course instructor.) (25%)
IV. COURSE RESOURCES/TEXTS

Course materials for students will be chosen from, but not be limited to, the resource materials listed below.


