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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 *Lorraine Wylie*

Dept. Chairperson / Date *Lorraine Wylie* 11/02/00

ACADEMIC DEAN

Approved Not Approved Comments:

Dean's Signature/Date *Marion Rilling* 11/6/00 * *Approved Marion Rilling 11/7/00*

COLLEGE CURRICULUM COMMITTEE

Date of open hearing (if necessary) 12/12/00 Approved Not Approved

Comments:

Unanimous approval

Signature of College Chair/Date: *Richy G. ...*

UNIVERSITY CURRICULUM COMMITTEE

Date Received/Processed 4/24/01

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): _____ Executive VP/Provost Signature/Date *C. L. ... 5/15/01*

REGISTRAR

Date Approved Course Description Received 6/7/01 Hegis Taxonomy & Course Number Assigned _____

Registrar Signature/Date *[Signature]*

NOTIFICATION FORWARD

_____ Senate Curriculum Committee Chairperson _____ Academic Dean(s)
_____ Department Chairpersons _____ Registrar _____ Sponsor(s)

To:
From: Carl Calliari
Subject:
CC:



Department of Elementary / Early Childhood Education

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 ~~content change~~ is 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 | <u>3 s.h.</u> |
| To: | 0823.510 Curriculum Development in Early Childhood Programs | <u>4 s.h.</u> |
| a-2 From: | Certificate of Graduate Study (COGS) in Early Childhood Education | <u>12 s.h.</u> |
| To: | Certificate of Graduate Study (COGS) in Early Childhood Education | <u>13 s.h.</u> |
- 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.

- Aldridge, J. and others. (1998). *No Easy Answers: Helping Children with Attention and Activity Level Differences*. Olney, MD: Association for Childhood Education International.
- Berk, L. E. and A. Winster. (1995). *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*. Washington, D.C.: National Association for the Education of Young Children.
- Bredenkamp, S. & C. Cople (Rev. ed.). (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, D.C.: National Association for the Education of Young Children.
- Bredenkamp, S. & T. Rosegrant (Eds.). (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children*, Vol. 1 and (1998) *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment*, Vol. 2. Washington, D.C.: National Association for the Education of Young Children.
- Bronson, M. B. (2nd ed.). (1997). *The Right Stuff for Children Birth to 8*. Washington, D.C.: National Association for the Education of Young Children.
- Dodge, D. T. & L. J. Calkers (3rd ed.). (1996). *The Creative Curriculum for Early Childhood*. Washington, D.C.: Teaching Strategies, Inc.
- Eliason, C. & L. Jenkins. (1999). *A Practical Guide to Early Childhood Curriculum*. Upper Saddle River, NJ: Merrill.
- Helm, J.; S. Beneke; K. Steinheimer. (1997). "Documenting Children's Learning." *Childhood Education*.
- Hohman, M. & D. P. Weikert. (1995). *Educating Young Children: Active Learning Practices for Presechool and Child Care Programs*. Ypsilanti, MI: High/Scope Press.
- Kamii, C. (2000). *Young Children Reinvent Arithmetic*. New York: Teachers College Press.
- Meier, D. R. (2000). *Scribble Scrabble. Learning to Read and Write*. New York: Teachers College Press.
- New Jersey State Department of Education Core Curriculum Content Standards*. (1996). Trenton: New Jersey State Department of Education.
- New Jersey State Department of Education Framework Curriculum*. (1998). Trenton: New Jersey State Department of Education.
- New Jersey State Department of Education Early Childhood Program Expectations: Standards of Quality*. (April, 2000). Trenton: New Jersey State Department of Education.
- Wright, J. L. & D. D. Shade (eds.). (1994). *Young Children: Active Learners in a Technological Age*. Washington, D.C.: National Association for the Education of Young Children.