An approval form must accompany each proposal.

A proposed catalogue description of the course must accompany the proposal as a separate page.

Results of all consultations must be attached to the proposal.

Proposal Title: Classroom Processes

Sponsor(s): Jean Anderson; Ted White

Dept.: Elementary Ed.; EPIC Program

Check One: Credit/Level/Title Change or deletion

Other: EPIC Module

Graduate: No. of Credits: 1.5

Approved

Not Approved


Date

Approved

Not Approved

Division Curr. Comm. Reviewed 12/7/81

Dean of Division Reviewed

Date

Approved

Not Approved 12/8/81

Date

Chairperson, Department November 6, 1981


Signature

SENATE CURRICULUM COMMITTEE

SCC #: 81-82-17 Proposal Received 10/30/81 Open Hearing Held 12/18/81

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

Approved by the Curriculum Committee: Date 12/18/81

Presented to Executive Committee of the Faculty Senate as information: Date 12/18/81

Notifications forwarded: Vice President for Academic Affairs: Date 2/5/82

Signature: Chairperson, Senate Curriculum Committee
Official copy and approval sheet filled

Course approved  Yes  No

If no, reasons are as follows:
1.
2.
3.

Student credit hours assigned 7.5
Faculty load hours 7.5
Equalized credit hours 7.5

REGISTRAR

Approved course description received and Regis Taxonomy Number assigned

by Registrar  Yes  No

Regis Taxonomy Number 01.1 (5)

Signature: Registrar  Date

ACADEMIC DEAN

Yes
Budget, faculty library allocations and Academic Support Services
are adequate for immediate implementation.

No
Constraints do not permit implementation. The earliest the proposal
might be implemented would be

Signature: Academic Dean  Date

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson,
Registrar
1. Clinical Module: Classroom Processes

2. **Essence**
   a. Undergraduate
   b. 1.5 s.h. credit
   c. Sophomore (Spring)
   d. Prerequisites: 0801.101 Career Exploration Seminar, either
      0802.150 Elementary or 0803.150 Secondary
      School Based Observation, and either
      0802.250 Elementary or 0803.250 Secondary
      Classroom Dynamics
   e. This is the fifth in the planned sequence of clinical modules. (See
      attached chart.) The focus will be on the variables that relate to
      the establishment of classroom climate.
      Fifteen hours of field experience and fifteen hours of college time
      is scheduled.
   f. Implementation: Spring 1982

3. **Details**
   a. Resources - The present divisional faculty and resources for implementation
      are adequate.
   b. Uniqueness - This course provides for (1) an opportunity to apply observa-
      tional skills previously learned, (2) the enhancement of students' awareness
      of affective components of classroom life through tutorial and small group
      instruction.
   c. Objectives - As a result of this module the students will be able to:
      1) assess his/her personal characteristics as they apply to the teaching/
         learning process,
      2) use diagnostic measures to assess classroom climate,
      3) assess the effects of different types of interactions between teacher
         and student upon student performance,
      4) demonstrate knowledge of research findings related to classroom climate, and
      5) demonstrate knowledge of the relationship of affect to achievement.
   d. Evaluation - Pre and post test will be administered to measure:
      1) the students' knowledge of research related to classroom climate and
         the relationship of affect to achievement, and
      2) the students' ability to use instruments which assess teacher character-
         istics, classroom climate and the nature of interactions between teacher
         and students.

12/7/81
4. Topical Outline

a. Affective versus Cognitive Factors in Learning
   1) Pavlov, Mowrer, and Skinner
   2) Ausubel, Bruner and Gagne

b. Teacher-Pupil Relationships
   1) Overview: From Lippett and White to the Florida Climate and Control System
   2) Withall's Classroom Climate Index
   3) Flanders' Findings
   4) Psychological freedom
   5) Teacher effectiveness research

c. Sociometric Techniques

d. Pupil Perception of Teacher Influence Form

e. Application of Learnings
   1) Observation and assessment of classroom climate in an elementary or secondary school classroom
   2) Tutoring and small group instruction using techniques that are positively correlated with climates conducive to student learning

5. Rationale

The content of this module deals with a critical and often ignored dimension of teaching; the establishment of a positive classroom climate as an aid to learning in both cognitive and affective domains.

6. Results of Written Consultation

This module was approved by the EPIC Steering Committee and the Secondary Education and Elementary Education Departments.
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Clinical Module: Classroom Processes

This module will focus on teacher characteristics and behaviors as they affect classroom climate and pupil learning. A field experience in a school classroom is provided for the application of techniques studied.
November 4, 1981

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EPIC Project Director
Glassboro State College Re: "Classroom Processes"

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We believe it will be useful to our students and support the proposal.

Sincerely,

Marion R. Hodes
Department Chairperson

MII/pd

cc: Mr. Jean Anderson
Evaluator Observations:

Formative evaluation of this module indicates that it is "coming". There are items on which the students disagree, but overall, the results indicate that

- the objectives were stated and clear, however, some were not accomplished;

- the learning activities were stated and accomplished;

- a majority (67%) of the students stated that there was a combination of classroom instruction and independent learning;

- the workload was perceived as fair for the amount of credit given;

- the field experiences were satisfactory and relevant, although some students felt that more participation in the schools would have been valuable;

- the instructor was well prepared, available, encouraging and knowledgeable.

Recommendations:

This module needs to be taught again by the same instructor. He can work out the pace and the objectives to make them fit into the time allotted for a one-credit module. In sum, this module is ready to lay in place.
November 5, 1981

Mr. Jean Anderson
Curriculum & Instruction:
   Elementary

Dear Jean:

   Please accept my support for the proposed EPIC Module Classroom Processes. The focus of this course is most appropriate to research findings that indicate classroom climate and management as the areas of most concern to both elementary and secondary school teachers.

   I am pleased to see that students will have the opportunity to practice their newly acquired assessment skills in field experiences. Thanks so much for the opportunity to review this proposal. Please let me know if I can provide any assistance in its implementation.

Sincerely,

Thomas J. Callia
Chairman
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## EPIC
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