APPROVAL FORM

1) An approval form must accompany each proposal.

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

3) Results of all consultations must be attached to the proposal.

Proposal Title  Curriculum Development in Early Childhood Programs

Sponsor(s)  Dr. Judy Washington  Dept.  Curriculum and Instruction:

Check One

- Course  X  Credit/Level/Title Change
- Concentration  Specialization  Major Program  Certification
- Graduate  X  Undergraduate  No. of Credits  3

REVIEW

Department Curr. Comm.
Reviewed  Date
Approved  Date
Not Approved  Date


Division Curr. Comm
Reviewed  Date
Approved  Date
Not Approved  Date


Dean of Division
Reviewed  Date
Approved  Date
Not Approved  Date


SENATE CURRICULUM COMMITTEE

SCC #  Proposal Received  Open Hearing Held

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

Approved by the Curriculum Committee:  Date  4/11/12

Presented to Executive Committee of the Faculty Senate as information: Date  4/11/12

Notifications Forwarded: Vice President for Academic Affairs:  Date  4/11/12

Signature: Chairperson, Curriculum Committee
I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

REGIS TAXONOMY NUMBER: 0823510

Signature: Academic Dean Date

Copies forwarded: Chairperson, Curriculum Committee, Department Chairperson, Registrar

REGISTRAR

Approved course description received

Signature: Registrar DATE

Vice President for Academic Affairs

Official copy and approval sheet filed

Signature: Vice President for Academic Affairs DATE 4-10-79
I. **Title of the Course:** Curriculum Development in Early Childhood Programs

   Department: Curriculum and Instruction: Elementary Education/
              Early Childhood

   Sponsor: Judy Washington

2. **Essence:**

   a. Graduate course
   b. 3 s.h.
   c. Graduate (Senior by permission of instructor)
   d. Prerequisites: Child Development, Student Teaching (or
      equivalent experience), course in pupil assessment,
      Fundamentals of Curriculum Development, or with
      permission of instructor.
   e. This course is proposed as 1) one of six (6) required courses
      for the Master's Program in Elementary Education (Early Childhood
      Specialization), 2) a required course for the Advanced Certificate
      of Study in Early Childhood (in progress), and 3) an inservice
      course for practicing teachers.

3. **Details:**

   a. **Staff and Resources:** The Early Childhood teaching faculty is
      prepared to teach this course. Present library resources available
      are adequate; additional supplementary materials can be borrowed
      through the Educational Improvement Center. Any classroom of
      average size is adequate.

   b. This course is designed to meet the increased demand for indivi-
      dualized and diagnostic prescriptive teaching in early childhood
      programs. The unique nature and diversity of early childhood
      curricula, combined with current research findings related to
      learning during the early years, necessitates a specific course
      in early childhood curriculum development.

   c. **Objectives:** Upon completion of this course, the student will
      be able to:

      1. identify factors which influence early childhood curriculum
         development.

      2. cite major intellectual and developmental theories and
         related implications for early childhood curriculum.
3. analyze and compare early childhood curricula with respect to organization patterns, hierarchies of learning, principles of content/process selection and sequencing of instruction.

4. design an early childhood curriculum component for (at least) one content area.

5. demonstrate skills in designing and sequencing instructional experiences for young children, based upon assessment/diagnostic data.

6. evaluate early childhood curricula based upon established criteria.

7. modify existing early childhood curricula to accommodate the mainstreamed child.

8. research current educational literature to identify current innovations and/or future trends.

d. Evaluation procedures: Evaluation of students will be based upon 1) individual assignments, 2) group projects, 3) classroom participation, and 4) final examination.
4. Topical Outline:

I. Curriculum Development in Early Childhood
   A. Identification of major theories and theorists
   B. Principles underlying curriculum development
   C. Types of curriculum

II. Factors Influencing Curriculum
   A. Relationship of child development theory to curriculum development
   B. Cognitive development in young children
   C. Socio-cultural dimensions
   D. Psychological factors
   E. Others (e.g. Relevancy, appropriateness)

III. Curriculum Organization
   A. Patterns
   B. Objectives
   C. Principles of content selection
   D. Organization of process
   E. Hierarchies of learning
   F. Instructional sequences

IV. Development of Curriculum
   A. Curriculum Areas
      1. Historical Areas
      2. Scope and Sequence
      3. Objectives

V. Individualizing Instruction
   A. Determining objectives based on assessment data
   B. Selecting Learning Experiences
   C. Developing and/or Selecting Materials
   D. Adapting Content/Process to Individual Needs
   E. Modifying content/process for mainstreamed children
   F. Assessing performance

VI. Evaluation of Curriculum
   A. Criteria

VII. Curriculum Trends
   A. Current Program Designs
   B. Commercial Materials
   C. Future Trends
March 20, 1979

Dr. Mario Tomei  
Educational Administration  
Glassboro State College

Dear Dr. Tomei:

Enclosed please find a copy of the corrected course proposal, *Curriculum Development in Early Childhood Programs*.

You will note that the "Prerequisites" has been amended to read: "Fundamentals of Curriculum Development, or with permission of instructor." I have discussed this alternative with Dr. Gardiner and he is in agreement with my suggestion. (It provides flexibility for those students who are near the end of their program.)

I really appreciate the time and effort both you and Dr. Pizzillo have extended in helping to resolve the problem. To be able to work with warm, supportive people always helps! Many thanks.

Sincerely,

Judy Washington

cc. Dr. Gardiner  
Dr. Pizzillo
December 13, 1978

Dr. Judy Washington
Early Childhood Center

Dear Judy:

I have examined the proposed syllabus for the Early Childhood curriculum course. I can agreed that it would be desirable for professionals in the Early Childhood field to have such a course.

I would, however, like to make you aware that we have been offering a course called Fundamentals of Curriculum Development which has been the basic curriculum course for many programs at the College.

I would suggest that the Fundamentals of Curriculum Development be a prerequisite for your Early Childhood curriculum course so that you could then involve the students more deeply in the specifics of Early Childhood programs.

It is important for you to recognize also that a broad curriculum course is required for any graduate students who wish to receive a supervisor's certificate, and the Fundamentals of Curriculum Development fills this need.

Sincerely yours,

John J. Schaub, Chairman
Department of Secondary Ed.
April 25, 1979

To: Dr. Lawson Brown
From: Judy Washington
Re: Catalogue Description

Please attach the enclosed catalogue description to the new course proposal being processed.

Sorry for any inconvenience it may have caused.
Course Proposal Title: Curriculum Development in Early Childhood Programs

Catalogue Description: Course content includes intensive examination and critical analysis of early childhood curricula with emphasis on relationships to child development and learning theory, design of sequential learning experiences, and program modification for individual needs of young children.