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**PROCESS A** NON-GENERAL EDUCATION - CURRICULUM PROPOSAL

SCC #04-05- 3/5

LIBRARY RESOURCE FORM REQUIRED

DEC 22 2004

**Deadlines**

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2006

**PROPOSAL TITLE:** Early Childhood Education Clinical Seminar

**Sponsor(s):** Robin McBee E-Mail: mcbee@rowan.edu Ext: 4736  
Janet Moss E-Mail: moss@rowan.edu Ext: 3806

**DEPARTMENT:** Elementary/Early Childhood Education

**COLLEGE:** Education

**If Liberal Arts & Sciences CHECK :**  History/Humanities  Math/Sciences  Social/Behavioral Sciences  
 UNDERGRADUATE  GRADUATE

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

New non gen-ed course  Minor curricular changes (fewer than three) to:  
 Short-term non gen-ed course  Existing non gen-ed course  
 Non gen-ed degree requirements  
 Major  
 Minor, specialization, concentration, track, certificate program

**THE FOLLOWING SIGNATURES REPRESENT APPROVAL**

**Department Chair:** [Signature] Date: 9/24/04

**Department Curriculum Chair:** [Signature] Date: 9/24/04

**Academic Dean:** [Signature] Date: 11/6/04

\* Department Curriculum Committee is Committee of the whole, with Department Chair as Chair

**COLLEGE CURRICULUM COMMITTEE**

OPEN HEARING Date: 12/21/04 Approved  Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 12/20/04

Comments: \_\_\_\_\_

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: [Signature]

Approved  Not Approved

Date: 1/7/05 REGISTRAR Course Description Received & Approved - Hegis Taxonomy & Course # 0802447

Registrar Signature: \_\_\_\_\_

**NOTIFICATION FORWARD**

SCC Chair  Academic Dean  Department Chair  Registrar  IR  CAP  
 VP Student Affairs  Others

Tm 2/1/05

DB/B

## COURSE PROPOSAL: EARLY CHILDHOOD EDUCATION CLINICAL SEMINAR

### Details

- a. Title: Early Childhood Education Clinical Seminar
- b. Sponsor: Robin McBee, Associate Professor, Elementary/Early Childhood Education Dept.  
Janet Moss, Associate Professor, Elementary/Early Childhood Education Dept.
- c. Credit Hours: 1 s.h.
- d. Course Level Undergraduate Senior, New Course: 0802.4XX
- e. Prerequisites: Acceptance into Clinical Practice (New Course: 0802.4XX) and concurrent enrollment in that course
- g. Time and Scale of Implementation:  
This course will begin to be offered in fall 2005. The course will be a regular offering every fall and spring.

### Curricular Effect

- **Offerings:** This course would replace the current 1-credit course *Student Teaching Seminar* with the current Early Childhood Education Program by the Department of Elementary/Early Childhood Education. Following the established practice there is no impact on other departments. This course is designed to be taken concurrently with a 10-credit *Clinical Practice* (new course: 0802.4XX) course offered by the Elementary/Early Childhood Education Department and a one-credit technology course, to be offered by the Department of Secondary Education/Foundations of Education. The co-requisite course is a field-based internship in an early childhood classroom. Scheduling and staffing of all three senior level courses will need to be coordinated.
- **Adequacy of present staff, resources, space needs:** No additional staff are required.
- **Recommended Library Resources:** Current library holdings are adequate; however, the following resources might be added:
  - Bullock, A. A. & Hawk, P.P. (2001). *Developing a Teaching Portfolio: A guide for preservice and practicing teachers*. New Jersey: Merrill Prentice-Hall.
  - Baird, B. (1999). The Internship, Practicum, and Field Placement Handbook. A Guide for the Helping Professions. New Jersey: Prentice Hall.
  - Barry, N. J. and Worden, T. (1994, February). Portfolios in pre-service teacher education: views from interns, university supervisors, and educational employers. Paper presented at Eastern Education Research Association, Sarasota, FL.
  - Henry, M. A. and Beasley, W. W. (1989) Supervising Student Teachers the Professional Way! Terre Haute, IN: Sycamore Press.
  - Kellough, R. D. (1999). Surviving Your First Year of Teaching: Guidelines for Success. New Jersey: Merrill.
  - McCarney, S. B. (1989). The Student Teacher's Guide. Columbia, Missouri: Hawthorne Educational Services.
  - Nelson, J. L., et al. (1996). Critical Issues in Education: A Dialectic Approach. NY: McGraw-Hill Companies.
  - Zubizarreta, J. (1994, December). Teaching portfolios and the beginning teacher. Phi Delta Kappan, 76:4, pp. 323-6.
- **Short Term Evaluations:** None

### Rationale

Teaching is a relationship, a way of being with and relating to others, and not merely an expression of having mastered a set of delivery skills (Bullough & Gitlin, 1995). Furthermore the core standards developed by our national professional and accrediting agencies and incorporated into our college's conceptual framework state that teachers should be reflective practitioners; should continually reflect on and evaluate how their choices and actions affect others, including students, parents, and other professionals; and should actively seek out professional growth opportunities. This capstone seminar is designed to provide pre-service early childhood teacher candidates with a supportive atmosphere that builds relationships with peers and mentors while

offering an opportunity to synthesize the pre-service components of teacher candidates' academic preparation with actual experience, emerging issues in the field of education, and the transition teacher candidates are making into the profession. It is in this course that teacher candidates develop a holistic concept of their philosophy of teaching; gather and present evidence of their comprehensive knowledge, skills, and dispositions expected of the profession; and demonstrate knowledge of current critical and contemporary issues facing educators and those who hold stake in early childhood education. This course will strengthen and complete the Learning Community process which was begun in the course: *Teaching: An Introduction to the Profession* and will support the focus of the newly developed program for the College of Education.

## **Essence of the Course**

### **a. Objectives:**

The student will be able to:

- Prepare a written philosophy of teaching, which reflects their knowledge of standards, issues, and practice in the field;
- Prepare an electronic portfolio which presents and analyzes representative samples of their work throughout their professional course of study as well as evidence of their meeting all of the New Jersey Professional Teaching Standards; and
- Reflect on their work both orally and in writing.

### **b. Topical Outline/Content:**

- Creative approaches in curriculum and instruction;
- School and early childhood center law/teacher rights and responsibilities/certification/licensing;
- Importance of addressing exceptionality and linguistic, socioeconomic, cultural, and gender diversity;
- Contemporary trends in early childhood education and education in general (e.g. literacy, cooperative learning, collaborating with others, critical thinking, problem-solving, site-based management, schools of choice, standardized testing, standards-based curriculum development, inclusion, etc.)
- Professional ethics and standards of practice for teachers
- Increased role and use of technology in the classroom
- Health and safety in schools and early childhood education center
- Transmission of values in schools
- Strategies for measuring student learning assessment;
- School violence and effective classroom management
- School reform; and
- Preparing for interviews, presenting yourself, and searching for jobs.

**c. Evaluation of teacher candidates and grading procedures.** Teacher candidates will be evaluated on their ability to synthesize their skills and knowledge demonstrated through discussion, written assignments and portfolios.

**d. Course Assessment.** The procedures that will be used to assess the success of the course in meeting the goals and objectives of the College of Education and the Early Childhood Education Specialization are: Student course evaluations (SIRs) and appropriate departmental and program curriculum review processes.

## **Consultations**

Elementary/Early Childhood Education Department

Reading Department

Secondary Education/Foundations of Education

Special Education Services/Instruction Department

## **Additional Information**

### Endnotes

R. V. Bullough, Jr. & A. Gitlin. (1995). *Becoming a Student of Teaching*. New York: Garland Publishing  
INTASC, 2002

### **Catalog Description**

Prerequisites: Acceptance into Clinical Practice

Co-requisites: Clinical Practice in Early Childhood Education (New Course: 0802.4XX)  
Technology in Education (New Course: 0833.4XX)

This capstone seminar provides early childhood education teacher candidates with a supportive atmosphere in which to synthesize the pre-service components of their academic preparation with actual experience, emerging issues in the field of education, and their transition into the profession. Teacher candidates develop a philosophy of teaching; gather and present evidence of their comprehensive knowledge, skills, and dispositions expected in this profession; and demonstrate knowledge of current critical and contemporary issues facing educators and those who hold stake in education. Interviewing skills and a professional portfolio will be developed. An associated field component (Clinical Practice) is required as a co-requisite. Requirements: completion of junior level professional sequence of courses, admission to Clinical Practice. Should be taken senior year.