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APPROVAL FORM

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| <p>1) An approval Form must accompany each proposal.</p> <p>2) A proposed <u>catalogue description</u> of the course must accompany the proposal as a separate page.</p> <p>3) <u>Results</u> of all consultations <u>must</u> be attached to the proposal.</p> |
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Proposal Title Early Childhood Models: Infant and Toddler Programs

Sponsor(s) Dr. Judy Washington Dept. Curriculum and Instruction: Elementary/Early Childhood Educ.

Check One { Course Credit/Level/Title Change _____ Other _____

Concentration _____ Specialization _____ Major Program _____ Certification _____

Graduate Undergraduate _____ No. of Credits 3

REVIEWS		
Department Curr. Comm.	Division Curr. Comm	Dean of Division
Reviewed _____ Date _____	Reviewed <u>4/27/77</u> Date _____	Reviewed <u>4/27/79</u> Date _____
<i>Circulated through Dept. Approved 4/2/79 for Dept. approval</i>	Approved _____ Not Approved <u>4/2/77</u> Date _____	<i>subject to appropriate communication of different "logos" to title to serve different articles</i>
<u>M. Hodes - Dept. Chair</u> Chairperson Dept. Curr. Comm. <i>No. Dept. mtg held during this period</i>	<u>[Signature]</u> Chairperson Div. Curr Comm.	<u>[Signature]</u> Signature

SENATE CURRICULUM COMMITTEE

SCC # 1/8-76-71 Proposal Received 4/5/77 Open Hearing Held 5/16/77

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

no action

Approved by the Curriculum Committee: Date 5/16/77

Presented to Executive Committee of the Faculty Senate as information: Date 5/31/77

Notifications forwarded: Vice President for Academic Affairs: Date 6/2/77

[Signature]
Signature: Chairperson, Curriculum Committee

Academic Dean

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

HEGIS TAXONOMY NUMBER: _____

James J. Wraan
Signature: Academic Dean

Date 6/19/79

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

Laura J. Blom
Signature: Vice President for Academic Affairs

DATE 7-2-79

NEW COURSE PROPOSAL

TITLE OF COURSE: Early Childhood Models: Infant and Toddler Program

DEPARTMENT: Curriculum and Instruction: Elementary Education/Early Childhood

SPONSOR: Dr. Judy Washington

A. Essence of the Proposal:

1. Graduate course
2. 3 semester hours
3. Graduate
4. Prerequisites: Child Development or Human Behavior and Development, Student Teaching or equivalent experience at Early Childhood level, or permission of instructor
5. This course is proposed as an 1) elective in the Master's Program in Elementary Education (Early Childhood Specialization), 2) an elective in the Advanced Certificate of Study in Early Childhood (in progress), and 3) an inservice course for practicing teachers.
6. Time: Fall 1979.

B. Details:

1. Staff and Resources: The Early Childhood teaching faculty is prepared to teach this course. Present library resources are adequate; additional materials would be included in usual yearly library orders. Any classroom of average size is adequate.

The Bozorth Early Childhood Center on campus offers a unique infant and toddler model program which has served as the model for numerous programs throughout New Jersey and neighboring states. The demonstration program will be available as a lab setting for the proposed course.

2. This course is designed to meet the increased demand for infant/toddler program training in the South Jersey area. Many child care programs, in an effort to serve working mothers, are extending existing programs to provide care for the infant and toddler. Recent increase in research and knowledge of the infant experience, and the uniqueness of infant and toddler programs necessitates a specific course in infant and toddler models.
3. Objectives: Upon completion of this course:
 - a. Students will demonstrate increased knowledge of:
 1. prenatal and perinatal influences on the growth and development of infants and toddlers.
 2. theories relevant to this developmental stage; e.g. Piaget, Erikson, etc.

3. current research in infant/toddler development and programs.
 4. the various infant/toddler program models, their philosophies, objectives, and curricula.
 5. the implications of the infant/toddler stage for later growth and development.
 6. cultural, social class, and/or caste effects upon infant/toddler child-rearing practices.
 7. child care agencies, social welfare agencies, and other institutions which impact upon the infant/toddler stage.
- b. Students will demonstrate increased skills and competencies in:
1. identifying and planning for individual differences during infant/toddler stage.
 2. assessing infant and toddler development.
 3. referring parents/teachers to appropriate social welfare/child care agencies.
 4. developing curriculum for infant/toddler programs.
 5. evaluating infant/toddler programs.
 6. analyzing child care service models.
4. Evaluation procedures: Evaluation of students will be based upon 1) individual research projects, 2) classroom participation, and 3) final examination.

C. Topical Outline:

1. Review of Infant and Toddler Stages of Growth
 - a. Prenatal and perinatal influences
 - b. Patterns of development
 - c. Developmental assessment
 - d. Individual differences
2. Environmental and Cultural Influences
 - a. Environmental factors influencing growth and development of infants and toddlers.
 - b. Cultural variations affecting infants and toddlers.
 - c. Impact of social class/caste on infants and toddlers.
3. Impact of Institutions
 - a. Child care agencies
 - b. Social welfare agencies
 - c. Advocacy groups
4. Child Care Model Programs for Infants and Toddlers
 - a. Historical background
 - b. Types of programs
 1. Home-based
 2. Center-based
 3. Philosophical-Theoretical bases
 4. Curricula
 5. Caretaker's roles and responsibilities
 6. Program evaluation
5. Current Research on Infants and Toddlers
 - a. Growth and development
 - b. Programs

D. Rationale

The Department of Curriculum and Instruction: Elementary Education/ Early Childhood Education continues to serve the South Jersey communities' early childhood needs by providing classes, training programs, and related assistance to area day care, nursery and kindergarten programs. The need for related staff training and instructional courses in infant and toddler program models has been expressed by area preschool programs and the Title XX funded Training Contract centers. The importance of the infant/toddler years, combined with the increasing numbers of very young children being cared for away from the home has created a demand that can be met by the departmental staff.

E. Results of Consultation:

The origin of this course proposal stems from departmental interest in providing services in this needed area. Copies of this proposal were circulated to members of the entire Department. Any recommendations will be incorporated into this proposal. Dr. Marion R. Hodes, Department Chairperson, has been consulted and indicated approval for the course.

0823.515, 3 sh.

F. Catalogue Description: Early Childhood Models: Infant and Toddler Programs

Students will examine the nature of the infant and toddler stage of development in relation to educational programming needs. Infant and toddler program models, curricula, and staffing responsibilities will be explored in depth.

May 30, 1979

In response to the questions raised by the Foundations of Education Department, as indicated in their first letter of support, a conference was held on May 24, 1979 with Chairperson Detrick and Professors Langworthy and Zahn. The questions were answered to the complete satisfaction of these professors. As a result, this second letter, giving even stronger support to the proposal for an Advanced Certificate in Elementary Social Studies Education, was submitted by Chairperson Detrick on behalf of his department.



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

May 30, 1979

Dr. Ethel Brannan
Professor of Elementary Education
Robinson Academic Building
Glassboro State College

Dear Ethel:

The Foundations of Education Department appreciates your clarification of the questions that the Department raised with regard to your Curriculum Proposal for the Certificate of Advanced Study in Elementary Social Studies Education.

Your explanation was satisfactory, and the Department wants you to be assured that it endorses your proposal without any reservations.

Sincerely,

A handwritten signature in cursive script, reading "Fred M. Detrick".

Fred M. Detrick, Department Chairperson
Foundations of Education Department

FMD/kh



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 23, 1979

Office of the Vice President
for Academic Affairs

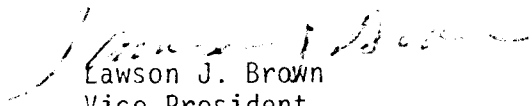
Dr. Mark M. Chamberlain
President
Glassboro State College

Dear Dr. Chamberlain:

Forwarded to you is a proposed program for the Certificate of Advanced Study: Elementary School Social Studies Education. This proposal has the approval of Dean Weaver and Chairperson Hodes and the Curriculum Committee of the Faculty Senate.

I recommend approval.

Sincerely,


Lawson J. Brown
Vice President
for Academic Affairs

LJB/bos