

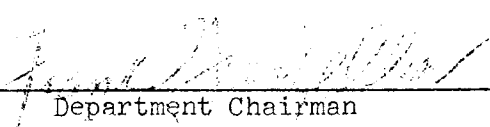
(C)

COURSE PROPOSAL: EARLY CHILDHOOD PRACTICUM FOR PARAPROFESSIONALS AND AIDES


INITIATOR: DR. MARION R. HODES
ASSOCIATE PROFESSOR OF EDUCATION

Joint Statement of the Department Chairman and the Early Childhood Program Advisor

- A. This course is planned as a means of broadening course offerings available in early childhood education. It primarily serves a population of students different than we presently serve in either our undergraduate program or in our certification program for seniors and/or teachers with other teaching majors.
- B. Upon approval, this course will initially be offered in the Summer School beginning Summer 1973. It is planned primarily as an evening course, with field supervision taking place during the student's working day.
- C. We have a highly competent Early Childhood staff who possess experience in both college teaching and direct teaching of young children. In addition Glassboro State College has the unique resources of the Early Childhood Demonstration Center to implement a meaningful and vital program in this area.
- D. No major additions of staff or resources are anticipated at this time to implement the proposed course.
- E. We strongly recommend the approval of this course.



Department Chairman



Early Childhood Program Advisor

COURSE PROPOSAL OUTLINE:

EARLY CHILDHOOD PRACTICUM FOR PARAPROFESSIONALS AND AIDES

A. Essence of the Proposal

1. Recommended course title: Early Childhood Practicum for Paraprofessionals and Aides
2. Semester hours: Six (6)
3. Course level and preparation: This course is specifically designed for
 - a. students presently employed as paraprofessionals or aides in preschool and kindergarten programs or
 - b. those who wish to become aides or paraprofessionals.
4. Curriculum pattern: This course may well be the first college course for some students or the first professional course for others who have college credit in general education studies.

Successful completion of this course, in conjunction with other factors (such as valid experience in a paraprofessional role) will provide favorable consideration for those students who wish to complete studies resulting in a teaching certificate and degree. Such consideration will be given on an individual basis, crediting this course experience toward the junior practicum in Early Childhood Education at the appropriate time in the student's sequence of work.

B. Details of the Proposal

1. This course is an attempt to meet existing and future needs in early childhood education. Many programs include the use of paraprofessionals, who, while serving in an aide role, have direct contact with children and influence their growth and development as well as the quality of the educational program experience.

Many of these paraprofessionals need six (6) semester hours of preparation to meet state requirements for certification. This course provides the opportunity to gain a basic foundation for those who are involved in the "teaching" role in preschool programs.

2. Objectives of the course include:
 - a. Students will be able to demonstrate knowledge of:
 1. child growth and development principles related to curriculum in early childhood education
 2. principles of learning related to planning learning experiences for young children

3. principles of classroom management and routines
 4. resources typically available to early childhood educators
- b. Students will demonstrate skills and competencies in
 1. assisting in the organization of the physical environment to enhance learning and growth
 2. relating to children in ways that promote independence, responsibility and feelings of positive worth
 3. contributing help with the observation, assessment and evaluation of individual children and their needs
 4. relating to and communicating successfully with parents
 - c. Students will extend or explore specific skills to share with children an enriched curriculum with such proficiencies as:
 1. story telling and dramatics
 2. arts and crafts
 3. fingerplays and poetry
 4. music and songs
 5. rhythm and dance
 6. cooking
 7. construction activities
 8. special hobbies, etc.
 9. puppetry
 10. gross and fine motor coordination
3. A topical outline for the course includes:
 - I. How do young children grow and develop?
 - II. How do young children learn?
 - III. What curriculum experiences promote growth and learning?
 - A. Social
 - B. Emotional
 - C. Physical
 - D. Intellectual
 - IV. What kinds of programs exist in early childhood education?
 - V. How do we plan and organize curriculum in early childhood education?
 - VI. How do we assess children and match curriculum to individual needs?
 - VII. How can we relate to and communicate with parents?
 - VIII. What community resources exist to assist and supplement the educational program?

4. Teaching methodology includes and coordinates both class meetings and supervised field experiences. In general, two-thirds of the course time will consist of scheduled class meetings, with one-third of the time requirement devoted to supervising students in their regular job experience or in their placement in a preschool program as a volunteer. However, it is reasonable to expect a professor may find a different proportion of time needed for specific students or a specific class of students.

Classroom methodology includes:

- a. the use of films, filmstrips and slides to provide a common base of experience with children
- b. the use of texts, pamphlets, and articles in journals related to the course content and objectives
- c. observations and visitations to early childhood programs
- d. guest speakers from various resource agencies
- e. workshop-type activities to develop skills

Field experiences will consist of individual observations of the students by the professor and consultations with each of the students.

5. Evaluation of this course will include performance-based criteria (such as presently utilized in field experiences) and teacher-made, classroom-oriented evaluation measures. Such measures include individual and group participation, quizzes, student-prepared demonstrations, and projects (such as planning a day's activities or setting up a housekeeping corner).

C. Rationale

This course proposal is based on two assumptions:

1. All adults in an educational program, not just the teacher, assume an important role in providing meaningful experiences for young children.
2. Existing Glassboro State College undergraduate course offerings do not meet the needs of paraprofessionals in early childhood education.

With the recent inauguration of the Glassboro State College undergraduate major in early childhood education and the establishment of the model demonstration early childhood center on the Glassboro campus, there have been numerous inquiries and requests for courses and for assistance in upgrading present programs. Glassboro State College has met the challenge and need for certified teachers in early childhood education by providing a regular undergraduate major and a certification program for teachers who have successfully completed other undergraduate programs. The college has yet to meet the needs of a vast majority of personnel who work with young children -- the aide. The fact that early childhood programs

require high adult-pupil ratios dictates that most programs employ one head teacher and several paraprofessionals for a given number of children. It is vital that all personnel in a program have an opportunity to acquire and upgrade skills and knowledge. To date, those aides who have looked to Glassboro as a source of help for a very real need have not been able to have their needs adequately met.

This course is also one attempt to meet the needs of program directors, educational supervisors, and head teachers as well. They look to Glassboro for assistance with program development and for providing opportunities for satisfying state requirements concerned with personnel. Providing this course offering will indicate another aspect of leadership responsibility in early childhood education in New Jersey.

D. Results of Consultations

1. A preliminary copy of this proposal was circulated to all Early Childhood faculty, including the entire staff of the Bozorth Early Childhood Demonstration Center. Their comments and suggestions have been incorporated into this proposal.
2. This course outline has been presented to the Elementary Education Department for their comments and suggestions, etc.

E. Additional Information

1. It is anticipated that this course will be offered primarily in the evening, assuming a vast majority of the concerned student population would be working during the day.
2. By reason of the need for close individual supervision and the realistic probability that special techniques will be needed to assist many of these students to acquire needed skills and concepts, it is strongly recommended that class size be limited to 15-18 per professor. Additional enrollment should be at the discretion of the professor who may consider a larger enrollment for reasons such as several students being employed in the same early childhood program or the possibility of several professors combining classes and team teaching.