

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

(C)

Department of Curriculum and Instruction:
Proposal Title: Program Revision - Elementary/Early Childhood Education

Sponsor(s): Dr. Marion Rilling Dept.: Dept. of Curriculum & Instruction:
Chairperson Elementary/Early Childhood

Check one: Course Specialization Concentration Achievement Certificate

Program Revision Minor Change Major Program
(please name: deletion or credit/title/catalog change)

Certification Program Undergraduate Graduate Credit Hours

Step 1 (Department)

XX Approved 10/17/84 date

Not Approved

Marion Rilling
Dept. CC Chairperson

XX Reviewed 10/17/84 date

Chairperson, Dept.

Step 2 (Receipt)

SCC# 84-22-13

Proposal Received OCT 10 1984 date

Marion Rilling
Chairperson, SCC

Step 3 (Division CC)

Reviewed 10-24-84 date

XX Approved

Not Approved

Comments:

Frank J. ...
Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Comments:

Reviewed 10/15/84 date

Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 10/15/84 Approved by Senate Curriculum Committee (date)

Returned to sponsor(s) for the following reasons:

Decision for the Committee
1. ...
2. ...
3. ...

p 6 (Faculty Senate)

Presented to Faculty Senate (date):

Approved Not Approved

Notification to Vice-President Academic Affairs (date):

Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Course received _____ (date)

Course approved Yes _____ No _____

If no, reasons are as follows:

Student credit hours NA

Faculty load hours NA

Equalized credit hours NA

PROGRAM CHANGES
TO COURSE TO
STATE COMPLETION REPORT

Official copy and approval sheet filed _____ (date)

Signature [Signature]
(Vice-President for Academic Affairs)

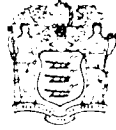
Registrar

Approved course description received _____ (date)

Hegis Taxonomy and Course Number assigned _____

Signature _____
(Registrar) _____ (Date)

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s),
Academic Dean(s), Registrar, Sponsor(s)



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF
CURRICULUM AND INSTRUCTION
Elementary/Early Childhood Education
(609) 863-6362 or 6363

MEMORANDUM

TO: Faculty Senate Curriculum Committee

FROM: Dr. Marion Rilling, Chairperson, Elementary/Early Childhood Department

DATE: October 17, 1984

RE: Change in Elementary/Early Childhood approved programs to be in compliance with new regulations

In May, 1983, we submitted and received approval for a new program which we believed met the new State requirements. We subsequently learned of different State regulations and found it necessary to change our program. We are resubmitting our program to you. Attached is a program sheet for Elementary Education and Early Childhood majors reflecting the new revised program which we again believe meets the State requirements.

We can summarize the changes as follows:

1. General Education - We have moved from 15 s.h. in Social and Behavioral Science to 12 s.h. We have moved from 12 s.h. in Math/Science/Technology to 15 s.h. There are also some internal changes within grouping regarding electives.
2. Our Academic Sequences were totally restructured to meet State requirements. We had initially submitted multidisciplinary academic sequences. A single discipline Academic Sequence was required, and we have accordingly revised our program to meet this. Sequences were developed in cooperation with chairs, designees of appropriate departments, and with the Dean of Liberal Arts. There are seven Academic Sequences for our majors relating to the curriculum that is taught.
3. Our Social and Behavioral Science Foundations Sequence totals 18 s.h.; in this revised program, there is no "double count" as in the original program. (Previously we had 12 s.h. additional, with 6 s.h. double counted in General Education.)
4. There are some minor changes in our professional course sequence as we continued to meet the changing State requirements and regulations.

We thank you for this second review of our program and will be happy to furnish you with further information if necessary.

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Name of Student

Elementary Education Faculty Advisor

Student ID Number

Department of Curriculum and Instruction:
Elementary/Early Childhood Education
Glassboro State College - Glassboro, NJ 08028

ELEMENTARY EDUCATION DEPARTMENT
B.S. Degree - ELEMENTARY EDUCATION MAJOR
4 Year Program Worksheet

Admission to Glassboro State College does not guarantee admission as a teacher certification candidate. Students desiring admission as a teacher certification candidate must file an application. Applications for entry into any of the certification programs and a list of advisors may be obtained from the Office of the Dean of Professional Studies located in the Robinson Building. The application process is begun during the Freshman year and appropriate advisement is available. Final admission to a teacher certification program is not confirmed until the end of the sophomore year.

The primary purpose of this program is to prepare elementary school teachers. Candidates successfully completing the program described in this brochure will be recommended to New Jersey Elementary Teacher Certification.

There are three steps in the teacher certification process that all teacher education students complete during their undergraduate degree program at Glassboro State College.

1 - Application for admission into the Elementary/Early Childhood Certification Programs - File an application (at the end of the freshman year) with the Department of Professional Studies (at the end of the sophomore year) with the Department of Professional Studies. A GPA of 2.5 is required for admission into the program. A grade of C or better is required for all courses.

2 - General Education - requires a minimum of 75 s.h. including acceptance into the Department of Professional Studies. A GPA of 2.5 is required for all courses. A grade of C or better is required for all courses.

3 - Student Teaching - majors must apply for admission to Student Teaching (see above step) and the completion of Foundations of Reading and all curriculum/methods courses. A GPA of 3.0 in major courses and the recommendation of the Practicum Supervisor is also required.

Name of Student

Student ID Number

Early Childhood Education Faculty Advisor

Department of Curriculum and Instruction:
Elementary/Early Childhood Education
Glassboro State College – Glassboro, NJ 08028
B.S. Degree – EARLY CHILDHOOD EDUCATION MAJOR
4 Year Program Worksheet

Admission to Glassboro State College does not guarantee admission as a teacher certification candidate. Students desiring admission as a teacher certification candidate must file an application. Applications for entry into any of the certification programs and a list of advisors may be obtained from the Office of the Dean of Professional Studies located in the Robinson Building. The application process is begun during the Freshman year and appropriate advisement is available. Final admission to a teacher certification program is not confirmed until the end of the sophomore year.

The primary purpose of this program is to prepare nursery/kindergarten teachers. Candidates successfully completing the program described in this brochure will be recommended for New Jersey Nursery/Kindergarten Teaching Certification.

There are three steps in the teacher certification process that all teacher education students must complete during their undergraduate degree program at Glassboro State College.

Step 1 - Application for admission into the Elementary/Early Childhood Certification programs - File an application (at the end of the freshman year) with the Department after completing a minimum of 24 s.h. of course work with at least a 2.5 grade point average (GPA).

Acceptance into the Elementary/Early Childhood program (end of Sophomore year) granted by the Department and recorded with the Dean of Professional Studies if: (1) Developmental Skills course(s) are completed, if required (2) General Education Communications requirement of 6 s.h. is completed (3) Career Exploration Seminar is completed (4) School-Based Observations and Child Development are completed (5) Department Interview completed with recommendation for acceptance. A GPA of 2.5 required in General Education and the Academic Sequence courses, with a 3.0 GPA required in the major. A grade of C or better is required for all courses.

Step 2 - Enrollment in Practicum - requires a minimum of 75 s.h. including acceptance into the program (see above step) and the completion of Foundations of Reading the professional Language Arts and Mathematics courses. A GPA 3.0 in major courses and a 2.5 overall GPA is required.

Step 3 - Admission to Student Teaching - majors must apply for admission to Student Teaching and provide evidence of the completion of 90 s.h. including the successful completion of the Practicum and all curriculum/methods courses. A GPA of 3.0 in major courses and a 2.5 overall GPA and the recommendation of the Practicum Supervisor is also required.

ELEMENTARY EDUCATION DEPARTMENT



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

TO: Dr. Brenda Bolay, Chairperson, All-College Curriculum
Committee

FROM: Dr. Dan Stanley, Chairperson, Health and Physical Education
Department

RE: Listed Reduced Hours For Elementary Physical Education
(0802.341) and Health Problems of the Young Child (0837.390).

DATE: December 10, 1984

At our December 5, 1984 departmental meeting, an extensive dialogue took place about the feasibility of the Elementary Education Department changing credit hours for courses offered by our department. The printed suggested sequence for elementary majors reflects hours reduction of courses taught by our department. This note is to confirm our departmental disapproval of these changes.

Recognizing that all Professional Studies Departments are suffering through an extensive and confusing demand for revisions of programs, the Health and Physical Education Department is willing to enter into the process of continuing our services with meaningful discussion with appropriate persons. However, we are surprised and dissatisfied with a proposal that changes our courses without lengthy discussion with the department chair and the professionals teaching those courses.

DPS:eb

GLASSBORO STATE COLLEGE
PSYCHOLOGY DEPARTMENT

TO : Brenda Bolay, Chair, Senate Curriculum Committee

FROM : Mel Moyer, Psychology Department member and member of the
Senate Curriculum Committee and the Divisional
Curriculum Committee

RE : Academic Sequence - Open Hearing for Early Childhood and
Elementary Education Majors - December 10, 1984

I am writing this note to register our surprise and disappointment that there is not a psychology academic sequence included in the Early Childhood and Elementary Education major program - open hearing scheduled for Monday, December 10 at 3:00 P.M.

To my knowledge, we were not requested to develop nor were we alerted to the fact that other disciplines were developing academic sequences for Early Childhood and Elementary Education majors.

The importance of psychology as an academic discipline of course cannot be questioned and the inclusion of two of our courses in the Social and Behavioral Foundations Sequence is not a substitute for the needed academic sequence in the field of psychology.

MM:lm

cc: Department Members
Marion Rilling, Chair, Elementary Ed.

~~Biology Sequence~~
LIFE SCIENCE SEQUENCE

Introductory Courses (10 s.h.)

Human Biology	(3 s.h.)
Natural Resources	(3 s.h.)
Biology I	(4 s.h.)

Additional Requirements (20 s.h.)

Biology II	(4 s.h.)
Ecology	(4 s.h.)
Cell Biology	(4 s.h.)
Genetics	(4 s.h.)
Life Science Elective	(4 s.h.)

GLASSBORO STATE COLLEGE
PSYCHOLOGY DEPARTMENT

December 7, 1984

Dr. Brenda Bolay
Chairperson, Faculty Senate Curriculum Committee
Glassboro State College
Glassboro, New Jersey 08028

Dear Brenda:

This letter is in reference to the newly revised Early Childhood/Elementary Education program which comes before your committee on Monday, December 10. I am asking that approval of this program be tabled until some questions have been answered concerning the exclusion from the program of a psychology academic sequence.

It is my understanding that the Curriculum & Instruction: Elementary Education Department developed a program which was designed to meet new State requirements for teacher certification. The new requirements include a 30 s.h. academic sequence. The original program, which had interdisciplinary academic sequences, was judged to be not in compliance with State requirements, and had to be revised. As a consequence, the academic sequences in the current proposal are in single subject matter areas.

The problem is that while academic sequences in communications, sociology, physical science, mathematics, English, history, and geography are included, foreign languages, political science, life science, and psychology are not.

In speaking with Dr. Marion Rilling, I have learned that the decision to exclude certain departments from the program was based on the fact that certain subjects were not taught in the elementary schools. Dr Rilling indicated that the exclusions were necessary to insure Department of Education approval. She informed me that the exclusion of life science was an error. Furthermore, she indicated that students wishing to take an academic sequence that is not an official part of the program proposal could elect to do so.

I fully empathize with Dr. Rilling's concern about program approval, and I am certain that she believes that her decision to exclude some areas was in the best interests of the College. I have no quarrel with Dr. Rilling; I simply do not agree with her.

I recall that as an elementary school student I was taught all of the subject matter areas by a single teacher. There was no departmentalization in the elementary schools. Therefore, it does

not seem reasonable that academic sequences should be tied to approved subject matter areas. For example, the elementary school teacher who has studied mathematics must also teach everything else. Are we to conclude that that individual is deficient in everything but mathematics? Given the level and sophistication of the training one is likely to receive in college level academic courses, it does not seem logical that the Department of Education would disapprove of an academic sequence for Early Childhood/Elementary Education majors on the basis of its connection to a single subject. It is the State's intent to improve generally the quality of teacher education by insuring that a subject, other than teacher education, is studied in depth, specifically a subject in the Liberal Arts and Sciences. I believe that academic sequences from all departments in the School of Liberal Arts and Sciences would be acceptable to the State provided that those sequences did not include courses developed for teacher education, or courses usually associated with teacher education. Courses in psychology would meet this requirement very nicely, and, I should add, so would a sequence developed in foreign languages and political science.

Courses offered by the Psychology Department are included in the Social and Behavioral Sciences Sequence, but these courses are all education-oriented psychology courses and would not overlap with the academic sequence.

Another concern hinges on the question of whether psychology is a subject taught in the elementary schools. Again, in disagreement with Dr. Rilling, I believe that it is. Considering the scope of psychology I do not see how teaching it could be avoided. A sociology sequence is included, as it should be, ostensibly because of its relation to social studies. It must be noted that both psychology and political science are components of social studies. I believe that Dr. Rilling is mistaken in her belief that sociology is taught in the elementary schools as a distinct subject matter area, while psychology is not.

For approximately ten years the Department of Education has offered students of education, as well as certified teachers, the opportunity to obtain a K through 12 psychology teaching endorsement. In recognition of the increasing interest in teaching psychology in the public schools, the State provided a means to add this special endorsement to the regular teaching certificate. The important thing to emphasize here is that this endorsement is not restricted only to those holding the secondary school certificate. Allow me to repeat, this is a K through 12 psychology teaching endorsement. What better evidence than this could be provided to substantiate that psychology is indeed a recognized subject matter area in the public schools at all levels.

If a properly constructed psychology academic sequence were provided as an option, Early Childhood/Elementary Education majors who elected that sequence could obtain the endorsement as a bonus.

I see some problems with the position that an unofficial academic sequence could be taken by students wishing to do so. This appears to be in contradiction to the premise that the State would only approve certain sequences within Liberal Arts and Sciences and not others. This policy would also serve to discriminate against those departments whose sequences were not officially listed.

My recommendation to the Curriculum & Instruction: Elementary Education Department is to develop academic sequences with all departments within the School of Liberal Arts and Sciences who wish to participate. If the courses in the sequences are chosen with reasonable care, I do not believe that the State would have any objections. In the absence of any specific prohibitions on the part of the State, there is no reason to impose restrictions prematurely. If the State subsequently objects to certain sequences, it is an easy matter to remove them without changing the rest of the program.

I hope that the concerns and arguments I have raised in this letter will be discussed, debated, corrected, and amplified before final approval is given to the proposal under discussion. I am certain that an academic sequence in psychology would be a very desirable option in the program.

Yours truly,

John D. Frisone, Ph.D.
Chairman, Psychology Dept.

cc: Dr. William Morris, Acting Vice President for Academic Affairs

Dr. Lee Dinsmore, Acting Dean, School of Liberal Arts and Sciences

Dr. Janice Weaver, Dean, School of Professional Studies

Dr. Marion Rilling, Chairperson, Curriculum & Instruction: Elementary Education

Dr. Muriel Onni, Chairperson, Foreign Languages

Dr. Richard Johnson, Chairperson, Political Science

Dr. Andrew Prieto, Chairperson, Life Science