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ROWAN COLLEGE
CURRICULUM COMMITTEE

PROPOSAL TITLE: New Course: Instructional Implementation and Collaboration 0801-301

UNDERGRADUATE GRADUATE CREDIT HOURS

SPONSOR(S): Co-Teach Program Committee

DEPARTMENT & TELEPHONE# Interdisciplinary / 4750

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <u>C. L. Gustin</u> DEPT. CURRICULUM CHR.	SCC# <u>96-97-119</u> DATE RECEIVED: <u>3-12-97</u>	REVIEWED DATE: <u>7/2/97</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS:
<input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/6/97</u> <u>C. L. Gustin</u> DEPT. CHR.	 <u>Ronald J. Gahan</u> SENATE CURRICULUM CHR.	 <u>Stephanie Long</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL: [Signature]

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 10/22

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 10/22/97

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: [Signature]

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 1-22-98 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) 1-28-98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE: [Signature]

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 10/6/98

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST *C. M. [Signature]*

10/7/98

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 11/17/98

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR *Robert C. Lubat 11/24/98*

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Transmittal 11/1/99

Course Proposal

I. Details

- a. Course Title: Instructional Implementation and Collaboration
- b. Sponsors: Co-Teach Committee: Sharon Bianco, Christy Faison, Cindi Hasit, Jay Kuder, Janet Moss, and Margaret Tannenbaum
- c. Credit Hours: 3 S.H.
- d. Course Level: Junior
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Education Seminar I & II
- g. Suggested Time & Scale of Implementation: Spring 2000
- h. Adequacy of the present staff, resources, and library facilities: All current resources are adequate or can be provided through currently existing mechanisms. Departments will have to be compensated to reassign faculty to teach this course.
- i. Short-term evaluations: not applicable, the course has never been offered

2. Rationale:

This course is a continuation of the sequence of courses designed for students in the Co-Teach program. This course is a continuation of Instructional Planning and Collaboration and continues to build knowledge about learning theory and pedagogy as it pertains to regular and special education. The focus of this course is to integrate the major concepts of literacy, instructional planning, implementation and collaboration. A clinic-based experience will be a required component of this course.

3. Essence of the Course

a. Objectives

Students will:

- (1) compare and contrast models of collaboration.
- (2) apply a collaboration model in solving an educational problem.
- (3) evaluate the effectiveness of a collaborative problem solving process.
- (4) analyze the effects of diversity on collaboration.
- (5) team teach using a collaborative model.
- (6) utilize computer-based technologies to access information on collaboration.
- (7) identify and use appropriate technology for planning and teaching the unit and the lesson plans.
- (8) design a management system for establishing a classroom learning community that includes: assessment data, planning and establishing elements for norms, roles, rules, and procedure; and maintenance and restoration strategies for the learning community.
- (9) develop strategies for responding to a variety of management and discipline problems that may arise within the classroom that are congruent with learning community principles.
- (10) understand how to design, select, modify and evaluate materials that reflect curriculum goals, current knowledge, and the interests/motivation, and needs of individual learners.
- (11) implement a program of instruction for students with special needs in

- collaboration with other school personnel.
- (12) describe the components of action research.
- (13) examine issues regarding classification of students, classroom management, and discipline in relationship to race, class, and gender.
- (14) describe and analyze the political structure of school districts in order to become effective change agents.

b. Topical Outline

- (1) Understanding and using collaboration
 - Background, theory and structure of school collaboration
 - Knowledge base of selected collaborative models
 - Effects of diversity on collaboration
 - Communication - the cornerstone of collaboration
 - Collaborative problem solving strategies
 - Managing responsibilities of collaboration
 - Evaluation of collaboration
 - Collaborating with parents
 - The teacher's role as child advocate
 - Team teaching as collaboration
 - Collaboration in a changing world
- (2) Creating a safe, positive and supporting learning environment in which diversity is valued
- (3) Sequence, implement and evaluate individual student learning objectives
- (4) Designing a learning environment that encourages active participation by all learners in a variety of individual and group learning activities
- (5) Design, structure and manage daily classroom routines including transition time, effectively for students, other staff, and the general classroom
- (6) Identifying the components that characterize action research
- (7) Social factors that affect educational policies
 - Race
 - Class
 - Gender
- (8) Operation of school districts
 - School boards
 - Administration
 - Teachers' unions
 - Funding

c. Evaluation and Grading of Students

Students will be evaluated through oral, written and performance products such as classroom assignments, tests, and demonstrations of teaching effectiveness. They will also be evaluated by direct observation of their application of course content to their supervised clinical experiences.

d. Course Evaluations

The course will be evaluated through student evaluations, through systematic Co-Teach program evaluations, and by review of national accrediting agencies such as NCATE, CEC and IRA.

e. Learning Outcomes Assessment

The collaborative problem-solving project completed in this course will be included in the student's portfolio. The portfolio will be used for student and program assessment.

Catalog Description

INSTRUCTIONAL IMPLEMENTATION AND COLLABORATION

Prerequisite: Instructional Planning and Collaboration

During the Spring semester, the focus is on instructional implementation and collaboration. Students learn about collaborative problem-solving models and participate in a problem-solving activity. Students learn how to design, structure and manage daily classroom routines. They also learn about the principles of action research and develop an action research project.