

No SEC #

No Date

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1. TITLE: Management and Supervision of a Basic Skills Program

SPONSOR:  
Educational Administration Department  
Dr. S. Claude Damico

2. ESSENCE:

- a. Graduate course
- b. 3-credit course
- c. Master's level
- d. Prerequisites--None
- e. To be one of the free electives in the General Education and Supervision areas.
- f. Summer 1981

3. DETAILS:

- a. To be taught by the sponsor in the Learning Skills Center. It can also be taught by the Director of the Learning Skills Center or faculty with background in the basic skills area. Materials (books, labs and media) in the Center are adequate. Professional journals and materials are limited but available in the Center and Savitz Resource Center.
- b. This course is unique insofar as there is not any course offering which focuses on management and supervision of basic skills programs.
- c. Objectives:
  - (1) Given an examination focusing on the historical, philosophical and legal background of basic skills programs, students will achieve a minimum of 80 per cent proficiency.
  - (2) Students will be able to manage a Learning Skills Center. Their performance will be part of a class discussion for evaluation of performance.
  - (3) Students will be able to describe the differences between a supervision and management role.
  - (4) Students will describe the likenesses and differences between professional and non-professional personnel in a Learning Skills Center.
  - (5) Students will be able to compare the programs that are presented as model programs.
  - (6) Students will design a basic skills program that could be implemented in their respective schools.

- (7) Through group discussion and case materials, students will demonstrate their working knowledge of counseling techniques.
- (8) Students will be able to design a monitoring and record-keeping system for a basic skills program.
- (9) Students will be able to demonstrate tutoring skills.
- (10) Students will be able to administer, interpret and analyze a diagnostic test.

d. Evaluation:

- (1) Students will be required to take an examination on the historical, philosophical and legal background of basic skills courses.
- (2) Students will be graded on their performance when role-playing as managers, supervisors, test administrators and tutors.
- (3) Students will be graded on class discussion and participation.
- (4) Students will be graded on a paper dealing with model programs.
- (5) Students will be expected to present a term paper dealing with one of the aspects of the program.
- (6) A grade will be given according to the college policy based on student performance.

- e. This course was offered during Intersession 1981. Evaluations are available.

4. TOPICAL OUTLINE:

- I. Historical, philosophical and legal dimensions of basic skills programs.
  - A. National picture
  - B. New Jersey mandate
  - C. Law 18A: 7A-6
  - D. Arguments for and against basic skills programs
  - E. Truth in testing law, New York
- II. Management of a Learning Skills Center
  - A. Organizational design
  - B. Administrative responsibilities
  - C. Professional and non-professional personnel
  - D. Facility

- III. Supervisory Techniques
  - A. Staff evaluation tools and techniques
  - B. Student evaluation tools and techniques
- IV. Model Programs Across the Nation
  - A. Purposes
  - B. Clientele
  - C. Organization
  - D. Evaluation methods
  - E. Results
- V. Components of the Programs
  - A. Testing
  - B. Counseling
  - C. Tutoring
  - D. Records

5. RATIONALE:

This course is a management and supervision course, therefore, it is perceived as belonging in the bank of courses offered by the Educational Administration Department. Its significance and appropriateness can be determined by the interest that has been generated regarding the management and supervision of basic skills programs on a state level as well as a national level. It can be documented that teachers and administrators are looking for answers to and clarification of basic skills issues. This course will address the issues, designed for the teachers who will be dealing with basic skills programs.

6. The Educational Administration Department has reviewed the content of the course and has given its sponsorship to it. Other letters of support are from: Frank J. Napoli, Superintendent of Schools, Salem Board of Education, Salem, New Jersey and John E. Roueche, Professor and Director, The University of Texas at Austin, Texas

7. No comment.

8. CATALOGUE DESCRIPTION:

This course is designed to focus on management and supervisory responsibilities of a basic skills program. Models and techniques will be discussed in detail. Students will have an opportunity to examine the State-mandated Basic Skills Program as well as to review materials for tutoring and programmed study.

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**Salem Board of Education**  
**223 E. Broadway**  
**Salem, New Jersey 08079**

**FRANK J. NAPOLI Ed. D**  
Superintendent of Schools  
609-935-3800

**DAVID H. CALL**  
Asst. Supt./Board Secretary  
609-935-3800

**G. WALTER JOHNSON Ed. D**  
Director of Spec. Serv.  
609-935-7545

December 12, 1980

Dr. S. Claude Damico, Director  
Developmental Education  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Dr. Damico:

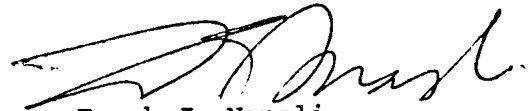
I am in receipt of your letter of December 4th, and wish to go on record as being supportive of a program which might address models and techniques of handling Basic Skills Programs.

In Salem City we have found our need to be more critical at the secondary level since, having an experienced staff, many of the teachers acquired certification at a time when basic reading and math courses were not required for secondary teachers. If your course will meet these needs, along with the latest educational innovations, I am sure you will receive sufficient support.

At this time I would like to offer Salem School facilities for use by Glassboro College for the purpose of providing courses in our area. Considering the increased cost of fuel, you may wish to consider this option.

Thank you for keeping me informed of your ideas, and if I can be of any help to you in this area, please get in touch with me.

Sincerely,



Frank J. Napoli  
Superintendent of Schools

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THE UNIVERSITY OF TEXAS AT AUSTIN  
COLLEGE OF EDUCATION  
AUSTIN, TEXAS 78712

PROGRAM IN COMMUNITY COLLEGE EDUCATION  
*Community College Leadership Program*  
*W. K. Kellogg Foundation Project*  
*F.I.P.S.E. Project*  
*N.I.E. Project*

*Area Code 512 471-7545*  
*Education Building 348*

December 5, 1980

Dr. S. Claude Damico, Director  
Developmental Education  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Dr. Damico:

Thanks for your letter and for the good news that you are introducing a course for graduate students and administrators to outline the learning problems of nontraditional students today and to pose possible strategies for solving those problems. I heartily endorse the decision to make the course available and believe you will find students and colleagues alike interested and responsive to your intent.

As you know, more and more students are enrolling in colleges and universities across the country without the basic skills they need to pursue freshman work. The colleges are simply having to build developmental education programs to accommodate these students and get them prepared for the reality of a college curriculum. Our average high school graduate today leaves high school reading below the eighth grade reading level yet possessing a "B" average through high school.

I wish you well with your new course and believe you will find the community colleges and state institutions most receptive to its availability. Every good wish.

Sincerely,

A handwritten signature in cursive script that reads "John E. Roueche".

John E. Roueche  
Professor and Director

JER:11