

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

Proposal Title: Sophomore Field Experience - Elem. Ed.
Sponsor(s): Dr. Mel Kramer Department of Curriculum & Inst.:
Professor Jean Anderson Dept.: Elementary/Early Childhood

Check one: Course Specialization Concentration Achievement Certificate
 Minor Change Major Program
(please name: deletion or credit/title/catalog change)

Certification Program Undergraduate Graduate Credit Hours

Step 1 (Department)

Step 2 (Receipt)

Step 3 (Division CC)

Approved 3/6/84
date

SCC# 83-84-70

Reviewed 3/25/84
date

Not Approved

Proposal Received 3/7/84
date

Approved

Mel Kramer
Dept. CC Chairperson

Not Approved

Reviewed 3/6/84
date

Comments:

Jean Anderson
Chairperson, Dept.

Shirley G. Coog
Chairperson, SCC

Tom F. Stewart
Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Comments:

Reviewed _____
date

Jean Anderson
Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 4/17/84 Approved by Senate Curriculum Committee 4/17/84 (date)

Returned to sponsor(s) for the following reasons:
ADD Elem. Ed. to list **Done**

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): 4/27/84

Approved
 Not Approved

Notification to Vice-President Academic Affairs (date): 4/30/84

Shirley G. Coog
Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Course received 5/3/04 (date)

Course approved Yes No

If no, reasons are as follows:

Student credit hours 1

Faculty load hours DETERMINED BY NO STUDENTS SUPERVISED

Equalized credit hours 1

Official copy and approval sheet filed 7/1/04 (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)

1. Details

- A. Course Title: SOPHOMORE FIELD EXPERIENCE - ELEM./EARLY CHILDHOOD ED.
- B. Sponsor: Department of Curriculum and Instruction:
Elementary/Early Childhood Education
Ad Hoc Committee: Dr. Mel Kramer
Professor Jean Anderson
- C. Course Level: Undergraduate (Sophomore); 1 credit hour
- D. Curriculum Effect: Major Professional Course Requirement
- E. Prerequisites: Career Exploration Seminar
- F. Suggested Time: To be implemented starting Fall, 1984
All Elementary Education majors will take
this course during their Sophomore year
(or in the case of transfer students, during
their junior year).
- G. Adequacy: The sponsors, who have studied the suggested course content extensively, as well as several members of the Elementary Education Department are qualified to teach the course. The Reference Room at Savitz Library and the Educational Improvement Regional Center in nearby Deptford are relevant resource centers. In addition, college-owned audio visual equipment should be a useful resource. The Office of Professional Laboratory Experiences will arrange for our students to be placed in appropriate public school classrooms.

2. Rationale

This Sophomore Field Experience rests on the assumption that pre-service students majoring in elementary and early childhood will be more skilled in their teaching behaviors during their junior practicum and senior year student teaching experiences by learning to be astute observers of teacher-student interaction. Also, the course is intended to help sophomore students understand the organizational patterns of a school and to develop explanations for the variations that exist within the chain of classroom events with the focus on the characteristics and actions of the teacher.

3. Essence of the Course

The general objective is for the student to develop an understanding of classroom dynamics and school organization.

A. Course Objectives

Given classroom instruction, simulation exercises, study of related literature and structured observation, the student will be able to:

- (1) demonstrate skill in the use of prescribed system(s) of observational techniques.
- (2) use a variety of observational techniques to describe objectively the classroom setting and events
- (3) interpret the classroom observational data
- (4) identify teacher behaviors related to student performance
- (5) describe the roles and responsibilities of the teacher
- (6) describe the organization of the school

B. Topical Outline

- (1) Organization of Public Education
 - a. State and Local Authority
 - b. Role of the Federal government
 - c. The Local School - Administrative, instructional, and ancillary personnel.
- (2) Observation - the basis of Empirical Investigation
- (3) Methods of Observing and Record Keeping
- (4) Charting Behavior and Behavioral Change
- (5) Checklists, Participation Charts, and Ratings Scales
- (6) Anecdotal Records
- (7) Instructional Environments

C. Evaluation and Grading

- (1) Classroom discussion
- (2) Written analyses of observations
- (3) Tests on assigned readings as determined by the instructor.

D. The course will be evaluated annually by the appropriate committee of the School of Professional Studies.

4. Consultants

Field Experience Committee of the School of Professional Studies.

5. Other Requirements

A. A minimum of 8 hours of observation is required. This will be considered a laboratory experience in determining time allocations for the course activities.

B. Students will observe in each of the following:

- (1) the area of their academic specialization
- (2) an area outside their area of specialization
- (3) a special education setting
- (4) a school library
- (5) a classroom containing mainstreamed students.

C. Students will learn about the roles of non-teaching professionals including the

- (1) principal
- (2) guidance counselor
- (3) nurse
- (4) child study team

6. Catalog Description

In this course, the student will learn to use several observational systems in describing and interpreting the teaching/learning activities which occur in public schools. The course also provides an opportunity for the student to examine the organizational structure of the public schools and the responsibilities of school personnel.

Pre-requisite: Career Exploration Seminar.

Catalog Description

In this course, the student will learn to use several observational systems in describing and interpreting the teaching/learning activities which occur in public schools. The course also provides an opportunity for the student to examine the organizational structure of the public schools and the responsibilities of school personnel.

Pre-requisite: Career Exploration Seminar.