

Glassboro State College Senate Curriculum Committee



Approval Form

Proposal Title: Minor Changes - Names and Credit Hours of Teaching I, II, III, and IV

Sponsor(s) Dr. Marion Rilling Dept.: Dept. of Curr. & Inst. Ext. 6362

Dr. Carl Calliari Elementary/Early Childhood

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

Undergraduate Graduate _____ Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>2-10-90</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>M. Rilling</u> (Coordinator) Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>2-30-90</u> Date</p> <p><u>[Signature]</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>89-90-37</u></p> <p>Proposal Received <u>5/7/90</u> Date</p> <p><u>[Signature]</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>5-23-90</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments: <i>Please note that Careers in Education has been changed to Teaching as a Profession in new secondary ed program (see p. 3)</i></p> <p><u>[Signature]</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 5/23/90
Date

Comments: *These changes have my full support.*

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing _____ Date Approved by Senate Curriculum Committee _____ Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate _____ Date Approved Not Approved

Notification to Vice-President for Academic Affairs _____ Date [Signature] Signature, SCC Chairperson

Step 6 (Senate)

Received 11/27/90
Date

Approved YES No

If no, reasons are as follows:

PROGRAM CHANGE COURSE
TITLES

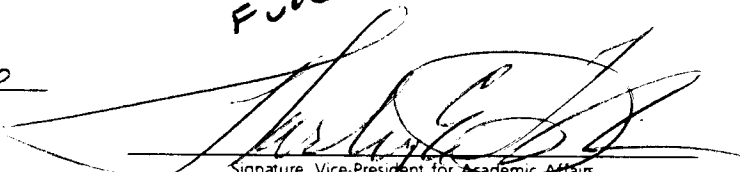
Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

NA, EDUCATIONAL STUDIES I - IV
REPLACES TEACHING I - IV
DELETE SCHOOL BASED OBSERVATION
& JR PRACTICUM UPON
FULL IMPLEMENTATION

Official copy and approval sheet filed 12/9/90
Date


Signature, Vice-President for Academic Affairs

Registrar

Approved course description received 9 Jan 91
Date

Hegis Taxonomy and Course Number assigned see attached for H's

B7 Kelsey for DB
Signature, Registrar

9 Jan 91
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

MINOR CURRICULUM CHANGES
Submitted by

**Program Revision Committee of the
Department of Elementary/Early Childhood Education**

Program Revision Faculty:

Prof. Jean Anderson	Dr. Marion Rilling, Coordinator
Dr. Robert Blough	Dr. Randall Robinson
Dr. Evelyn Borgen	Dr. Yvonne Rodriguez
Dr. George Brent	Dr. Carol Sharp
Dr. Carl Calliari	Prof. Carmela Sorrentino
Prof. Larry Gurst	Dr. Donald Zimmerman
Dr. Elaine Lee	
Dr. Louise Karwowski (former member)	

With the assistance of:

Dr. Estelle Brown, Reading Department Faculty
Dr. Margaret Cagney, Reading Department Faculty

and

Dr. Joyce Putnam, Michigan State University
(consultant)

1. DETAILS OF THE CHANGES

A. The content, order and semester hour credit of certain required department courses in our program have been reorganized. The following name and credit hour changes are requested as well as a realignment of the topics and learning experiences associated with these courses.

	FROM		TO	
0802.341	Teaching I*: Curriculum and Instructional Theory (no field component)	3 s.h. 1st Sem. Jr.	Ed. Studies I: Curriculum Planning and Decision-Making (with field component) <i>0802, 290</i>	3 s.h. 2nd Sem. Soph. or 1st Sem. Jr. (for Jr. transfers only)
0802.343	Teaching III*: Curriculum and Instructional Practice (no field component)	3 s.h. 1st Sem. Jr.	Ed. Studies II: Problems of Practice <i>0802, 350</i>	3 s.h. 1st Sem. Jr.
0802.342	Teaching II*: Assessment of Learning in the Classroom (no field component)	2 s.h. 2nd Sem. Jr.	Ed. Studies III: Subject-Specific Pedagogy (math/science) (with 10 week field application component) <i>0802, 370</i>	3 s.h. 2nd Sem. Jr.
0802.344	Teaching IV*: Classroom Management and Organization (no field component)	2 s.h. 2nd Sem. Jr.	Ed. Studies IV: Organizing and Managing Instruction (with 10 week field component) <i>0802, 390</i>	3 s.h. 2nd Sem. Jr.
0802.316	Practicum (field only) (5 weeks)	2 s.h. 2nd Sem. Jr.		
		<u>12 s.h.</u>		<u>12 s.h.</u>

• Though originally intended as sequential numbers, curriculum order for enrollment by our students was:
Teaching I and III - Fall Semester
Teaching II and IV - the next semester with Practicum

goals helped guide our curriculum efforts and are included in this curriculum proposal. It should be noted that in addition to the specific name and semester hour credit changes in this proposal, we are including the reorganized topical outlines and bibliographical information for each of the reorganized courses.

B. Statement of Curricular Effect

1) We believe the proposed change will have a positive effect on the curriculum experienced by our majors. It does not increase the semester hour load for our students but rather reflects a reorganized 12 hour sequence that is current, research-based, and planned to better integrate theory and practice.

2) For purposes of noting impact on the other components of the Department's professional program, we present the following:

OTHER REQUIRED PROFESSIONAL COURSES IN PROGRAM	CURRICULAR IMPACT
* Freshman - <u>Careers in Education</u> (1 s.h.)	No Change
Sophomore - <u>School-Based Observation</u> (1 s.h.)	Incorporated into first Sophomore course: <u>Ed. Studies I: Curriculum Planning and Decision-Making</u> (3 s.h. with field component)
Sophomore - <u>Foundations of Reading</u> (3 s.h.)	We have discussed moving this course to the Junior year with the Reading and Speech Correction Department for better integration with our other courses. Reaction was favorable and joint planning meetings have begun.
Junior/Senior - <u>Teaching Health in the Elementary School</u> - 1 s.h.	No Change
Senior - <u>Student Teaching</u> - 12 s.h.	No Change

3) We are also aware of a potential impact of this curriculum design on our part-time students. Previously, part-time students could take all

OVERVIEW OF REORGANIZATION

(Proposed as minor change according to curriculum guidelines since these are not new courses but rather a restructuring with some updating and revisions of content sequences)

EXISTING PROGRAM

REVISED/RESTRUCTURED PROGRAM

0802.220 School-Based
Observation (1 sh)

Delete; incorporated into
Educational Studies I

0802.341 Teaching I: Curriculum
and Instructional Theory
(3 sh)

Educational Studies I: Cur-
riculum Planning and Decision-
Making (3 sh)

*0802.342 Teaching II: Assess-
ment of Learning in the
Classroom (2 sh)

Educational Studies II:
Problems of Practice (3 sh)

0802.343 Teaching III:
Curriculum & Instruc-
tional Theory (3 sh)

**Educational Studies III:
Subject-Specific Pedagogy
(3 sh)

*0802.344 Teaching IV: Organ-
izing and Managing
Instruction (2 sh)

**Educational Studies IV:
Organizing and Managing
Instruction (3 sh)

*0802.316 Junior Practicum
(5 weeks: 4 half days
1 full day per week)

Incorporated into Educational
Studies III and IV (10 weeks:
3 mornings per week)

TOTAL: 13 s.h.

TOTAL: 12 s.h.

* Taken concurrently as a "package" of 6 s.h.

** Taken concurrently as a package of 6 s.h.

Department of Curriculum and Instruction:
Elementary/Early Childhood Education

COMPARATIVE COURSE CATALOG DESCRIPTIONS

CATALOG DESCRIPTION

CATALOG DESCRIPTION

Old Program (1985-90)

"New" Program (1990-91)

0802.220 School-Based Observation
(1 sh)

To be removed from catalog
(This field component is now
part of Educational Studies I.)

0802.341 Teaching I: Curriculum
and Instructional Theory (3 sh)

0802.²⁹⁰ Educational Studies I:
Curriculum Planning and Decision
Making (3 sh)

This course focuses on the executive functions of teaching (what teachers do as they provide leadership to groups of students) the interaction function of teaching (working face to face with students), and the organizational functions of teaching (working with colleagues and others within a school to improve instruction). These functions are taught in the context of elementary education areas.

This course focuses on the teacher as planner/decision-maker for the roles of curriculum designer, organizer and instructor through study of the social studies curriculum. Teacher candidates explore influences on the curriculum, and learn to plan a unit and lesson plans. A field component provides opportunities to observe in classrooms and study schools, learners, teaching, and curriculum organization. Students will micro-teach peers.

For Juniors (generally 1st sem.)

For: 4 year students/2nd sem.
sophomores
2 year students/1st sem.
juniors

0802.342 Teaching II: Assessment of Learning in the Classroom (2 sh)

0802.³⁵⁰ Educational Studies II:
Problems of Practice (3 sh)

This course emphasizes assessment and evaluation in preschools and elementary schools.

Three current problems of practice are considered: (1) the purposes of schooling and

Old Program

"New" Program

classroom culture (in learning community classrooms); (2) assessment and evaluation of learning (including standardized tests, teacher-made tests, informal assessments); and (3) equity considerations in relationship to evaluation and teaching.

For juniors

For: 4 year students/1st sem.
juniors
2 year students/1st sem.
juniors

0802.343 Teaching III:
Curriculum and Instructional
Theory (3 sh)

This course focuses on the application of executive, interaction, and organizational functions of teaching. Application is provided in reflective teaching experiences.

For Juniors

0802.370 Educational Studies
III: Subject-Specific Pedagogy
(3 sh)

Teacher candidates will prepare units and lesson plans in the curriculum areas of science and mathematics that are based on their study of current research related to effective planning and teaching. This course also includes a field component of 10 weeks (part-time) in a classroom to provide opportunities to apply learnings and skills acquired to date in addition to the regular class meetings. (Must be taken with Educational Studies IV.)

For 2nd semester juniors

0802.344 Teaching IV: Class-
room Management and Organization
(2 sh)

This course focuses on classroom management, organization and systems for preventing problems in the classroom.

0802.390 Educational Studies
IV: Organizing and Managing
Instruction (3 sh)

This course focuses on positive strategies for instructional organization and classroom management as

Old Program

"New" Program

means for preventing disruptive behavior. A management plan (for a learning community classroom) will be developed. This course includes a field application/practice component of 10 weeks (part-time) in the same classroom placement used for Educational Studies III in addition to the regular class meetings.

(Must be taken with Educational Studies III.)

For juniors

For 2nd semester juniors

NOTE: The requirements for second semester junior placements remains the same. Enrollment in Educational Studies III and IV (1) requires successful completion of Educational Studies I, Educational Studies II, and Foundations of Reading (GPA of 3.0), (2) is concurrent and includes the junior level field component of 10 weeks (part-time) in addition to the regular class meetings of each course and (3) is a prerequisite for Student Teaching.

0802.316 Practicum (2 sh)

Was 5 weeks: 4 half days plus one full day per week.

(Course must be retained for 2-3 years because of part-time students concurrently completing "old" program.) because of part-time students concurrently completing "old" program.

For juniors: 2nd sem; taken with Teaching I and IV

Incorporated into the revised Educational Studies III and IV. Consists of 10 weeks (3 half days per week) to lengthen the time span in the classroom to apply learnings.

0802.410 Student Teaching (12) Same as in old program.

This senior level field experience provides students with the knowledge and skills needed to teach. It is a full semester experience that ends with the students teaching full-time for several weeks. The student teaching experience is closely supervised.