

APPROVAL FORM

- 1) An approval Form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Using the Concepts/Process Skills of Economics in Teaching -  
Elementary Social Studies Curriculum and Instruction:  
 Sponsor(s) Betty Brannan Dept. Early Childhood/Elementary Education

Check One { Course  Credit/Level/Title Change 3 s.h. Grad. Other  
 { Concentration \_\_\_\_\_ Specialization \_\_\_\_\_ Major Program \_\_\_\_\_ Certification \_\_\_\_\_

Graduate  Undergraduate \_\_\_\_\_ No. of Credits 3 s.h.

REVIEWS		
Department Curr. Comm.	Division Curr. Comm	Dean of Division
Reviewed <u>April 6, 1979</u> Date	Reviewed <u>4/20/79</u> Date	Reviewed <u>4/25/79</u> Date
Approved _____ Not Approved <u>April 6, 1979</u> Date	Approved _____ Not Approved <u>4/20/79</u> Date	Approved _____ Not Approved _____ Date
<u>Betty Brannan</u> Chairperson Dept. Curr. Comm.	<u>Tommi</u> Chairperson Div. Curr. Comm.	<u>James H. Moore</u> Signature

SENATE CURRICULUM COMMITTEE

SCC # \_\_\_\_\_ Proposal Received \_\_\_\_\_ Open Hearing Held 5/10/79

Returned to the department for the following reason(s):  
with committee

Approved by the Curriculum Committee: Date 5/10/79

Presented to Executive Committee of the Faculty Senate as information: Date 5/10/79

Notifications forwarded: Vice President for Academic Affairs: Date 5/10/79

Betty Brannan  
Signature: Chairperson, Curriculum Committee

Academic Dean

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

\_\_\_\_\_  
HEGIS TAXONOMY NUMBER: \_\_\_\_\_

James Weaver  
Signature: Academic Dean

Date 6/19/79

Copies forwarded: Chairperson, Curriculum Committee, Department Chairperson,  
Registrar

\_\_\_\_\_  
REGISTRAR

Approved course description received

\_\_\_\_\_  
Signature: Registrar

DATE \_\_\_\_\_

\_\_\_\_\_  
Vice President for Academic Affairs

Official copy and approval sheet filed

James J. Deane  
Signature: Vice President for Academic Affairs

DATE 4-14-80

1. TITLE:

Course Title: Using the Concepts/Process Skills of Economics in Teaching Elementary Social Studies

Department: Department of Curriculum and Instruction:  
Elementary/Early Childhood Education

Sponsors: Departmental Social Studies Education Committee  
Dr. Betty Brannan, Chairperson

2. ESSENCE:

Course Level: Graduate Course  
Earned Credit: 3 semester hours

Prerequisite: Successful completion of an undergraduate course in Elementary School Social Studies and one in Economics would be strongly recommended. Through Advisement, students will be urged to complete the graduate course Contemporary Curriculum Processes: Elementary School Social Studies and, as necessary, an appropriate content course (from the Division of Arts and Sciences) prior to enrollment in this course.

Curricular Pattern: This course will be offered as an elective in the Department's graduate program(s). The course will be offered as soon as approval is received.

3. DETAILS:

Staff and Resources: The sponsor of this course has taught Economics and participated in Economics Workshops and would be qualified to teach the course. The Department, through its Social Studies Committee, will continue communications with the Economics Department to insure the most professional use of staff resources. As appropriate, team teaching, visiting lecturers and joint involvement with this department may be implemented.

The Reference Room at Savitz library and the Educational Improvement Center in nearby Sewell are excellent resource centers for research by students involved in the course. In addition, materials available from the Joint Council on Economic Education and from the personal library of the sponsor would be excellent resources. Library resources are adequate. Space needs would be satisfied by a normal size classroom.

Uniqueness  
of Course:

The Department of Curriculum and Instruction: Elementary/Early Childhood Education has had requests for such a course from some of its cooperating teachers in the field. This course will be an important component of the department's inservice program.

Specific  
Objectives:

Upon completion of the course the graduate student will be able to:

1. describe and use approaches of economics in teaching elementary social studies
2. devise learning activities which enable children to understand and use the major concepts of economics appropriate to their maturity level
3. use curriculum materials in economics (both commercial and teacher-made)
4. develop relevant methodology for teaching economics to elementary school children using:
  - a. units
  - b. lessons plans
  - c. modules
  - d. micro-teaching capsules
  - e. simulation
  - f. role playing
  - g. peer teaching

Evaluation:

1. Records of accomplishments or activities and the students' evaluation of Economics Education Program of the employing school or district.
2. Observation reports by instructor of activities within the school or district (if undertaken).
3. Instructors assessment of course activities (including tests and projects) will result in a letter grade and recommendations for further study.

4. TOPICAL  
OUTLINE:

1. Goals and Objectives of the Economics Program in Elementary Social Studies Education.
2. Economics Perspectives in the Elementary Social Studies Program--Traditional and Modern.
3. Inquiry and Teaching Strategies for Economics in Elementary Social Studies.

4. Use of Simulations, Models, Learning Packets, Units, Lesson Plans, Micro-Teaching Capsules.

5. Use of Films and A-V materials.

5. Evaluating the Economics Learnings of students in the Elementary Social Studies Program.

5. RATIONALE:

In our society economic education and understanding are essential for both adults and children if we are to meet our responsibilities as citizens and participants in a private enterprise economy. Many issues in our day-to-day lives and in government policies (which rule our lives) are economic ones. This course provides an opportunity to clarify these issues for children and to relate them to their daily life situations and the economic problems they face as youngsters.

6. RESULTS OF CONSULTATION:

Dr. Janice Weaver, Dean of Professional Studies.  
Reaction: Favorable

Dr. Marion Hodes, Chairperson, and members of the Department of Curriculum and Instruction: Elementary/ Early Childhood Education.  
Reaction: Favorable

Dr. Betty Brannan, Chairperson, and members of the Departmental Social Studies Education Committee - Professors Esther Alvino, Jean Anderson, Gabriel Buzash, Charles Page, Ruth Span. Donald Zimmerman.  
Reaction: Favorable

Dr. Gabriel Buzash, Chairperson, and members of Departmental Committee for Graduate Programs - Dr. Robert Blough, Dr. Betty Brannan, Dr. George Brent, Dr. Livingston Cross, Professor Larry Gurst, Dr. Melvin Kramer, Dr. Elaine Lee, Dr. Louis Molinari, Professor Charles Page, Dr. Randall Robinson, Professor Yvonne Rodriguez, Dr. Judy Washington, Dr. Donald Zimmerman.  
Reaction: Favorable

Dr. Robert Becker, Chairperson, Political Science/ Economics Department and Professor Benjamin Hitchner, Director of The Center for Economic Education, Professor of Economics.  
Reaction: Favorable

7. ADDITIONAL  
INFORMATION  
COMMENTS:

As a result of deliberations during the open hearing of the Faculty Senate Curriculum Committee, a statement was added to this course proposal in order to indicate that the Department of Curriculum and Instruction: Elementary/Early Childhood Education through its Social Studies Committee will continue communications with the Economics Department to insure the most professional use of staff resources. As appropriate, team teaching, visiting lecturers and joint involvement with this department may be implemented.

8. CATALOGUE  
DESCRIPTION:

This course introduces the student to the concepts and issues in economics which affect our daily lives and relate to our responsibilities as citizens in a private enterprise economy. It provides an opportunity for teachers to develop methods of clarifying economic issues and problems relating to the life situations of their pupils.