

101 Vera Kinn Farris Drive | Gallatin, NJ 08205-9441

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February 28, 2017

To: Donnetrice Allison, Vice President, Faculty Senate  
Doug Harvey, Chair, Academic Programs and Planning Committee  
John Bulevich, Vice Chair, Academic Programs and Planning Committee

From: Shelly Meyers, Assoc. Prof. and Susan Cydis, Assoc. Prof. School of Education

Re: New Concentration - (existing degree program)

Program: P-3 Endorsement

Degree Level: BA

CIP Code: 2400

Concentration Code: EDUC P-3

Title: BA in Liberal Arts w/Early Childhood Education Concentration  
EARLY CHILDHOOD CERTIFICATION (P-3) with MINOR IN CHILDHOOD  
STUDIES OPTION

Faculty Proposers: EDUC Program Faculty Members -Shelly Meyers and Susan Cydis

TEDU Program Approval: 2/15/17

## Course Descriptions

### GEN 1138 Perspectives on Childhood

An overview of childhood will be investigated from historical, developmental, and contemporary perspectives. Critical thinking will be emphasized when examining issues such as global, cultural, social, political, economic, environmental, and educational issues affecting children and children's rights. Social media, the arts and literature and their effects on childhood will also be explored. This course is the foundation course for Childhood Studies.

1. Exploration of historical events that have shaped the current concept of "childhood".
2. Examining theories of child development from physical, psychosocial, cognitive, moral and spiritual perspectives.
3. Analyzing current cultural, so

Interdisciplinary and standards-based instruction as well as traditional and non-traditional practices to assess student performance will also be examined.

1. Identify developmentally appropriate curriculum that provides for all areas of child development including the physical, social, emotional, cognitive, linguistic and aesthetic.
2. Apply knowledge of the interrelationship between the primary students' development and learning to classroom practices.
3. Identify and implement a variety of instructional strategies for teaching the primary school curriculum appropriate for students from diverse cultural backgrounds with varying needs, interests, aptitudes and learning styles.
4. Use a variety of instructional practices to develop language arts literacy, mathematics and content area skills at the primary level.
5. Identify instructional strategies to develop cross-content mastery of skills.
6. Align NJSSL with instructional design.
7. Investigate multiple means of assessment and data collection to facilitate lesson design and to differentiate instruction based on individual needs.

#### EDUC 2250 Inclusive Educational Programing for the P-3 Student

(To replace 2241)

This course is a survey of the basic characteristics and unique educational and life needs of populations of young children who have been determined to differ significantly from their "average" peers in terms of mental, physical, and/or emotional characteristics. It is also a brief introduction to those educational and related programs and services that are collectively known as "special education: in contemporary public schools.

The course will include characteristics of all disability categories with particular emphasis on Developmental Disabilities, Autism Spectrum Disorders, Language and Communication Disorders, and Behavioral Disorders.

1. Demonstrate knowledge of history and current trends in special education.
2. Explain the Response to Intervention Process and Special Education Referral Process.
3. Identify, define and explain different disability categories.
4. Critically evaluate current issues of parent involvement, collaboration in schools, related services and supports in best meeting the needs of the students in inclusive school settings.
5. Identify appropriate methods and strategies for classroom implementation based on the individual needs of the young child, using a "Tiered Approach" to instructional design.
6. Recognize Universal Design for Learning Principles and the value of technology in the classroom.

#### HLTH 2115 Language Development

An introduction to children's language development including various aspects of language (neurological, cognitive, phonological, morphological, syntactic, semantic and pragmatic). This course will examine theories of language development and developmental norms. This course requires observations, article reviews, discussion and analyses of typically developing children.

Other aspects of the course provide an introduction to phonemic awareness and its role in pre-reading and literacy skill development.

1. To learn and understand the relationship between speech and language to apply it to the development of basic human communication.
2. To learn and summarize the theories of language development for a comprehensive understanding of communicative development.
3. To learn and identify the areas of language processing from the brain.
4. To understand regional, cultural and social differences of language development and apply it to basic communication across the lifespan.
5. To learn and comprehend key language development milestones for application to students' school participation.

### EDUC XXXX Curriculum Approaches to Early Childhood Education

This course focuses on designing integrated curriculum appropriate for all children in early childhood settings and collaborating with parents and families. Students will study and use models that promote the physical, social, emotional and cognitive development of young children. Coursework will emphasize hands-on, concrete activities which are designed to develop understanding and skills of the physical world, inquiry, problem solving.

Assignments are aligned with NJSSL.

1. Articulate the optimal relationships between and among families, the community and schools.
2. Identify and describe prominent curriculum approaches in early childhood education.
3. Understand the principles of the Early Childhood Standards.
4. Plan and implement appropriate learning activities to support learning outcomes for the young child.
5. Identify classroom management strategies that maximize the learning of the young child.

Topics:

Family and Community

High Scope Curriculum or another current programs

Multi-Sensory Strategies

Life Skills

Community Awareness

Social Communication Skills

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### EDUC 1515 Diversity of Families, Schools and Communities

Students will engage in activities about diverse populations of children as they relate to families, schools and communities. Students will investigate the intersection of education and schooling, language and culture, social class and values. Emergent educational issues will also be explored. In accordance with NJ Professional Standards, students will develop a sensitivity to children from diverse populations and the importance of developing relationships with families and community support, overview of community supports as resources for school personnel when they encounter difficulties, such as: child neglect and abuse, services for children with disabilities, foster care and adoption, supports for families who need medical care or face homelessness.

Explore and analyze experiences of diverse groups.

Identify characteristics of educators that enable them to develop positive relationships with families and within the school organization. Explore educational equity and social justice in our educational system.

Investigate historical legal perspectives of American Education.

Identify community support agencies and their roles in assisting families with cultural differences, homelessness, medical needs or disabilities.

### EDUC 4XXXX Integrating Math, Science and Technology

A method and curriculum course to prepare students for clinical practice in Math, Science and Technology for the young child. Students will explore objectives, methods, techniques and alternative models for teaching these subjects. There will be an emphasis on assistive technology, problem solving and creative thinking skills with a STEM focus.

### INTC 2610 Instructional Technology for Educators

*The course will maintain its current integrity with teaching students the various tools, response systems and approaches for best classroom practice, however, the developmental needs of the young learner will be addressed through OT strategies for fine motor, using teacher prompts, hand over hand direction and skills for receptive language, generalization and working memory. (As per discussion with MAIT faculty).*

