



TEACHER EDUCATION PROGRAM

505 Ramapo Valley Road, Mahwah, NJ 07430-1680

Phone (201) 684-7638 Fax (201) 684-7983

www.ramapo.edu

*An Information, Policy and
Procedure Guide*

Teacher Education and Certification Program

505 Ramapo Valley Road

E-232

Mahwah, NJ 07430-1623

201.684.7050

<http://www.ramapo.edu/te/>

New Jersey's Public Liberal Arts College

Ramapo College of New Jersey is an AA/EEO/Title IX Institution.

TTY 201.684.7092

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CONTACT INFORMATION

Dr. Rexton Lynn
Assistant Dean of Teacher Education
rlynn@ramapo.edu
201.684.7627
E-231

Program Faculty

Dr. Michael Bitz
mbitz@ramapo.edu
201.684.7369
E-239

Dr. Julie Norflus-Good
jgood@ramapo.edu
201.684.7246
E-220

Dr. Tilahun Sineshaw
tsinesha@ramapo.edu
201.684.7634
E-229

Dr. Carol Bowman
cbowman@ramapo.edu
201.684.7764
E-228

Dr. Ellen Kaiden
ekaiden@ramapo.edu
201.684.7556
E-224

Dr. Frances Shapiro-Skrobe
fskrobe@ramapo.edu
201.684.7282
E-223

Dr. Brian Chinni
bchinni@ramapo.edu
201.684.7613
E-221

Dr. Elvira Katić
ekatic@ramapo.edu
201.684.7633
E-227

Dr. Alex Urbiel
aurbiel@ramapo.edu
201.684.7794
E-226

Dr. Anne DeGroot
adegroot@ramapo.edu
201.684.7857
E-225

Dr. Eva Ogens
eogens@ramapo.edu
201.684.7269
E-240

Program Professional Staff

Dr. Pamela Marcus
Field Placement
Coordinator
pmarcus@ramapo.edu
201.684.7885
E-230

Dr. Richard Russo
Director of Student
Teaching
rruosso@ramapo.edu
201.684.7899
E-222

Joanne Caselli,
Certification Officer
jcaselli@ramapo.edu
201.684.7626
E-234

Joyce Wilson, Secretary
Assistant I
jwilson@ramapo.edu
201.684.7721
E-219

Karen Viviani,
Program Services Specialist
kdroubi@ramapo.edu
201.684.7638
E-241

Program Mission and Vision

The Ramapo College of New Jersey Teacher Education and Certification Program is committed to the preparation of teachers who are highly competent in their academic disciplines and instructional skills. Our program, aligned with the New Jersey Professional Standards for Teachers, and nationally accredited by the Teacher Education Accreditation Council (TEAC), prepares students at the undergraduate and post-baccalaureate level to be teachers who model reflective, innovative behavior while demonstrating love and enthusiasm for life-long learning. The Teacher Education and Certification Program at Ramapo College seeks to ensure that teachers are prepared to communicate effectively, establish productive relationships, and respond to the needs of individual learners, the teaching profession, and the greater community in a fair, equitable manner. Finally, our program emphasizes the needs of a democratic society. We are preparing teachers to be leaders in the effort to make the world a safer, more compassionate, and more productive place where respect for all life, for our environment, and for the dignity and diversity of all people will be common priorities.

New Jersey Professional Standards for Teachers

Effective May 5, 2014, the New Jersey Professional Standards for Teachers have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards:

- Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students;
- Outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and
- Serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

Fundamental Understandings

The following fundamental understandings anchor the content of the standards:

- *Teaching and learning are dynamic processes.* Instruction is rooted in integrated and reciprocal classroom practice, and educator effectiveness is closely tied to student learning.
- *Expertise in teaching develops over time.* While the previous standards were geared more to beginning teachers, these standards are rooted in professional practice across the continuum of teacher development.
- *21st century skills are fundamental.* Teachers need to foster students' curiosity, creativity, innovation, problem solving, global literacy, communication, and interpersonal skills. Students need to understand technology and ethics and be able to synthesize information across disciplines.
- *The focus must move from teachers' teaching to learners' learning.* Teachers must acquire and apply the knowledge and skills to customize and personalize learning for learners with a range of individual differences.
- *Assessment literacy is an essential skill.* Teachers need to have greater knowledge and skill around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success.
- *A collaborative professional culture improves teaching effectiveness.* We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory decision making, designing lessons, using data, and examining student work, they are able to deliver more rigorous and relevant instruction.
- *Teachers should embrace leadership roles.* Teachers should advocate for their own and their students' needs, actively investigate new ideas to improve teaching and learning, participate in the collaborative culture, and advance the profession.

Integrated Themes

New to these updated standards is the inclusion of key themes across multiple standards. In some cases, the theme is not explicitly stated but can be inferred from the description of the knowledge, disposition, or performance within the standard. The integrated themes are:

- Collaboration
- Communication
- Creativity/innovation
- Critical thinking/problem solving
- Cultural competence
- English language learners
- Families and communities
- Individual differences
- Interdisciplinary/multiple perspectives
- Professional Learning
- Student-directed learning
- Teacher responsibility
- Technology
- Use of data to support learning

Adaptation of the 2011 InTASC Model Core Teaching Standards to the NJ State Context

Although the updated NJ Professional Standards for Teachers closely track with the 2011 InTASC Model Core Teaching Standards, they are not identical. Some changes in language and organization were necessary to align the standards with New Jersey law, the prior state teaching standards, and statewide priorities. The complete text of the 2014 NJ Professional Standards for Teachers with highlights showing the divergence from the 2011 InTASC Model Core Teaching Standards can be found on the TE Luminis group page as the document entitled teacherstandardscrosswalk.2014.

Organization

The standards are now organized under four domains.

The Learner and Learning

Standard 1: Learner Development
Standard 2: Learning Differences
Standard 3: Learning Environments

Content

Standard 4: Content Knowledge
Standard 5: Application of Content

Instructional Practice

Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies

Professional Responsibility

Standard 9: Professional Learning
Standard 10: Leadership and
Collaboration
Standard 11: Ethical Practice

The following table compares the content of the 2004 standards with the 2014 standards and identifies key changes to the content.

Within each standard, the elements continue to be organized under the following criteria:

- Performances: the aspect that can be observed and assessed in teaching practice;
- Essential knowledge: the understandings that one needs to support effective practice;
and
- Critical dispositions: the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.

To assist those who may be in a transitional phase from previous to current standards, the following table compares the content of the 2004 standards with the 2014 standards and identifies key changes to the content.

Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Deep content knowledge of discipline(s)	Standard 1: Subject Matter Knowledge	Standard 4: Content Knowledge	Creating learning experiences to make content accessible and meaningful for students
Understanding how children/adolescents develop and learn	Standard 2: Human Growth & Development	Standard 1: Learner Development	Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences
Understanding practice of culturally responsive teaching	Standard 3: Diverse Learners	Standard 2: Learning Differences	Providing inclusive learning environments that enable each learner to meet high standards
Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs	Standard 4: Instructional Planning and Strategies	Standard 7: Planning for Instruction and/or Standard 8: Instructional Strategies	<ul style="list-style-type: none"> ▪ Planning in use of assessment data and students' prior knowledge and interest ▪ Collaborative planning among teachers and with learners to support design of relevant learning experiences
Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students	Standard 5: Assessment	Standard 6: Assessment	<ul style="list-style-type: none"> ▪ Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs ▪ Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs
Creation of a supportive, safe, and respectful learning environment	Standard 6: Learning Environment	Standard 3: Learning Environments	Collaboration with learners, families, and colleagues
Need to adapt instruction to accommodate special learning needs		Standard 2: Learning Differences	Understanding individual differences in a broader context, including attention to a learner's personal, family, community experiences and cultural norms
Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions	Standard 8: Communication	Standard 3: Learning Environments Standard 10: Leadership and Collaboration	<ul style="list-style-type: none"> ▪ Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment ▪ Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues.
Need for teachers to build relationships with parents, guardian, families, and agencies to support students' learning and well-being.	Standard 9: Collaboration And partnerships.	Standard 10: Leadership and Collaboration	<ul style="list-style-type: none"> ▪ Collaboration with other school professionals to plan and facilitate learning ▪ Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

Need for teachers to participate as active members of a professional learning community engaging a variety of learning opportunities	Standard 10: Professional Development	Standard 9: Professional Learning	<ul style="list-style-type: none"> ▪ Professional learning aligned with a teacher’s needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities ▪ Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection
Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success	Standard 11: Professional Responsibility	Standard 11: Ethical Practice	<ul style="list-style-type: none"> ▪ Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior ▪ Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment

Special Initiatives

Mathematics-Science Concentration for Elementary K-6 Certification

The Teacher Education Certification Program in concert with the School of Theoretical and Applied Science offers a Certificate of Concentration in Mathematics and Science. Elementary school, K – 5 certification candidates are invited to take three courses in mathematics, and three courses in the natural sciences. Upon successful completion of the twelve credits in each discipline, students will receive a formal certificate for their employment portfolio. School district administrators are in constant pursuit of K – 6 teachers with content strength in Math and Science.

Middle School Certification Program

The Teacher Education and Certification Program, in conjunction with CIPL, encourages students to seek middle school certification/endorsements simultaneously with their elementary or secondary endorsements. Adding a middle school endorsement will increase marketability for candidates seeking a position. For additional information on the Middle School Certification Program, please contact the Certification Officer in the Teacher Education and Certification Program.

Teacher Education and Certification Program Admissions Requirements

For Program Application:

Students interested in joining the Teacher Education and Certification Program at Ramapo College of New Jersey should visit with either Dr. Rexton Lynn, Assistant Dean of Teacher Education, or Ms. Joanne Caselli, Certification Officer, to discuss program entry and completion requirements. Once this initial meeting has been held, students should visit <https://ted.ramapo.edu/>, log in using their Ramapo credentials and submit an application. In order to submit an application, students must:

- Establish (and maintain) a minimum 3.0 GPA (as of September 1, 2014). This GPA must be visible on a Ramapo College of New Jersey transcript. All students (including transfer students) wishing to enter the program must be enrolled at Ramapo College for at least one semester and in at least one course in order to establish a Ramapo College GPA. It is important to note that though transfer credits are accepted, a transfer GPA is NOT accepted for program admission consideration.
- Take current state-mandated basic skills examination, **with achievement of state-mandated passing scores for each subtest**. Please check with the Teacher Education and Certification Program for most current information on appropriate test(s) and scores. It is advised that the appropriate basic skills examination be taken and passed early and well before application to the program.
- Schedule an admission interview with the Assistant Dean of Teacher Education. This interview should be scheduled only after the student has established the minimum GPA at Ramapo, received passing scores on the current state-mandated basic skills examination, and submitted an application online. This application process requires that students upload:
 - **official** copies of transcripts from other institutions attended (if applicable);
 - a copy of scores on required basic skills examinations;
 - a copy of Mantoux test results (available at Health Services). IN ADDITION, all students must have and use an @ramapo.edu email address and must have joined the TE Program Luminis Group prior to scheduling an interview. Instructions on joining the Luminis Group are available in the TE Program Office, E-232.
 - A notarized affidavit form (currently available in the TE Program Office, E-232). We are in the process of establishing a background check as a requirement for admission, so please check with the TE office during your initial information session for specific requirements.

Teacher Education and Certification Program Completion Requirements

For Program Completion and Recommendation for Certification:

- Completion of all requirements for **Graduation** including a minimum of **128** credits.
- Completion of all requirements for a **Major**.
- Completion of all **General Education** requirements.
- Completion of all the **School Core** requirements for the school in which the designated major is housed.
- Completion of courses (which may be in addition to a major) which are needed to fulfill the state requirements of a minimum of **30** credit hours in the **Endorsement** area and to fulfill Ramapo College program requirements for the Teacher Education sequences within individual endorsements (see below).
- Maintenance of a **3.0 GPA**. **Candidates wishing to enroll in EDUC 491, Student Teaching, may do so only after the GPA requirements are attained and the appropriate Praxis II (content/certification) test has been passed. This test must be taken and passed by the beginning of the semester prior to the intended semester for enrollment in Student Teaching.**
- Submission of a teaching portfolio providing evidence for addressing the New Jersey Professional Teaching Standards must be submitted to and approved by the Teacher Education and Certification Program prior to recommendation for certification. This portfolio will be uploaded to the TE Program Application website.
- Completion of the required **Education** courses (or equivalents approved by the Assistant Dean of Teacher Education).

Teacher Education and Certification Program Completion Requirements

ELEMENTARY EDUCATION CERTIFICATION (K-6)

BLOCK I: FOUNDATIONAL COURSES

One of the following (may be taken prior to full admission into the Teacher Education and Certification Program)

EDUC 211 Student Literacy Corps **OR**

EDUC 221 Social Context of Education

AND

EDUC 241 Instructional Technology (may be taken prior to full admission into the program)

EDUC 222 Teaching: Principles and Practices* (Program admission a prerequisite for registration)

BLOCK II: PROFESSIONAL EDUCATION COURSES

Candidates must have completed or be currently enrolled in Block I courses in order to register for Block II courses.

EDUC 344 Methods of Teaching Language Arts, Social Studies, and Art in the Elementary School*

EDUC 345 Methods of Teaching Math and Science in the Elementary School*

EDUC 346 Reading Theory and Practice*

EDUC 360 Introduction to Special Education

BLOCK III: PRACTICAL EDUCATION COURSE

EDUC 491 Student Teaching*

*Indicates mandatory field experience as a component of the course. Due to the nature of placement processes and protocols at the district level, candidates wishing to enroll in EDUC 222 or 346 must visit with the TE Program advisor for permission to enter the course, and **permission must be granted during the pre-registration period prior to the semester in which the candidate will be enrolled in the course.**

Candidates wishing to enroll in EDUC 491 Student Teaching may do so only after the GPA requirements are attained and the appropriate Praxis II (content/certification) test has been passed. This test must be taken and passed by the beginning of the semester prior to the intended semester for enrollment in Student Teaching.

Teacher Education and Certification Program Completion Requirements

CONTENT AREA CERTIFICATION (K-12/Secondary)

BLOCK I: FOUNDATIONAL COURSES

One of the following (may be taken prior to full admission into the Teacher Education and Certification Program)

EDUC 211 Student Literacy Corps **OR**

EDUC 221 Social Context of Education

AND (full admission into the Teacher Education and Certification Program is required)

EDUC 241 Instructional Technology (may be taken prior to full admission into the program)

EDUC 222 Teaching: Principles and Practices* (Program admission a prerequisite for registration)

BLOCK II: PROFESSIONAL EDUCATION COURSES

Candidates must have completed or be currently enrolled in Block I courses in order to register for Block II courses.

One of the following:

EDUC 310 Methods for Teaching Content: Math/Science* **OR**

EDUC 315 Methods for Teaching Content: Humanities/Business*

AND

EDUC 350 Reading and Writing in the Content Area*

EDUC 360 Introduction to Special Education

BLOCK III: PRACTICAL EDUCATION COURSE

EDUC 491 Student Teaching*

*Indicates mandatory field experience as a component of the course. Due to the nature of placement processes and protocols at the district level, candidates wishing to enroll in EDUC 222, 310, or 315 must visit with the TE Program advisor for permission to enter the course, and **permission must be granted during the pre-registration period prior to the semester in which the candidate will be enrolled in the course.**

Candidates wishing to enroll in EDUC 491 Student Teaching may do so only after the GPA requirements are attained and the appropriate Praxis II (content/certification) examination has been passed. This test must be taken and passed by the beginning of the semester prior to the intended semester for enrollment in Student Teaching.

Teacher Education and Certification Program Completion Requirements

IN ADDITION to the program course requirements listed above, ALL CANDIDATES SEEKING CERTIFICATION must complete the following courses (or have equivalencies approved by the Assistant Dean of Teacher Education) to be eligible for recommendation for certification. In most cases, these courses also meet General Education requirements for graduation. Please consult with major advisor for additional information.

CRWT 102 CRITICAL READING AND WRITING II

ONE of the following Mathematics courses:

MATH 101 MATH WITH APPLICATIONS
MATH 104 MATH FOR THE MODERN WORLD
MATH 106 INTRODUCTION TO MATH MODELING
MATH 108 ELEMENTARY PROBABILITY AND STATISTICS
MATH 110 PRE-CALCULUS
MATH 121 CALCULUS I

ALL of the following Social and Behavioral Science courses:

SOSC 101 SOCIAL ISSUES
PSYC 101 INTRODUCTION TO PSYCHOLOGY
PSYC 215 LEARNING, COGNITION AND TEACHING

ONE of the following Physiology and Hygiene courses:

BIOL 101 INTRODUCTION TO BIOLOGY
BIOL 110 FUNDAMENTALS OF BIOLOGY I LECTURE/LAB
BIOL 213 ANATOMY AND PHYSIOLOGY I LECTURE/LAB
BIOL 240 NUTRITION
BIOL 345 NUTRITION AND HUMAN METABOLISM
PSYC 326 LOVE AND SEXUALITY
SWRK 251 SUBSTANCE ABUSE

ONE of the following Speech Communications courses:

COMM 101 EFFECTIVE SPEAKING
COMM 221 SPEECH FOR COMMUNICATION ARTS (**for CA majors only**)
COMM 222 PUBLIC SPEAKING
THEA 115 BASIC ACTING FOR NON-MAJORS
THEA 221 BASIC ACTING
THEA 260 VOICE AND MOVEMENT

NOTE: **Post-baccalaureate students** may meet the **Physiology and Hygiene**, as well as the **Speech Communications**, requirements by passing an examination. Arrangements for taking this/these examination(s) should be made through the **Teacher Education and Certification Program Office** well in advance of the semester in which a student plans to enroll in EDUC 491 Student Teaching.

Designated Area of Certification & Endorsement Descriptions

Art Education

Majors: Visual Arts

A minimum of 30 credit hours (with at least 12 of those credits at the 300 or 400 level) is required in art. Ramapo students complete the requirements by majoring in Visual Arts and including the following courses in their major:

ARTS 101 Fundamentals of Drawing
ARTS 214 Basic Ceramics
ARTS 211 Basic Art and Technology
ARTS 207 Digital Photography
ARTS 201 Basic Painting
ARTS 202 Basic Sculpture
ARHT 240 Art, Artists, and Society
One 300 level Art History Course

Strongly recommended electives:

ARTS 102 Fundamentals of Design
ARTS 306 Art Methods for Teacher Education
ARTS 490 Topics: Art Education Portfolio

Required Praxis II Exam: Art: Content Knowledge (5134)

Minimum passing score: 158

Designated Area of Certification & Endorsement Descriptions (continued)

Biological Science

Major: Biology

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in the biological sciences. Ramapo students complete the requirements by majoring in Biology.

Required Praxis Exams:

Biology: Content Knowledge (5235)

Minimum passing score: 152

General Science: Content Knowledge (5435)

Minimum passing score: 152

Designated Area of Certification & Endorsement Descriptions (continued)

Business Education

Majors: Accounting, Business Administration, Economics, Information Systems

A minimum of 30 credit hours (with at least 12 of those credits at the 300 or 400 level) is required in business. Ramapo students complete the requirements by majoring in one of the above disciplines and including the following courses in their major:

ACCT 221 Principles of Financial Accounting
ACCT 222 Principles of Managerial Accounting
BADM 223 Business Law I
ECON 101 Microeconomics
ECON 102 Introduction to Macroeconomics
MGMT 310 Management Theory and Practice
INFO 224 Principles of Information Technology
PHIL 301 Ethics in Business
FINC 301 Corporate Finance I
MKTG 301 Marketing Principles and Practices

Required Praxis II Exam: Business Education (5101)

Minimum passing score: 154

Designated Area of Certification & Endorsement Descriptions (continued)

Chemistry

Major: Chemistry

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in chemistry. Ramapo students complete the requirements by majoring in Chemistry.

Required Praxis Exams:

Chemistry: Content Knowledge (5245)

Minimum passing score: 152

General Science: Content Knowledge (5435)

Minimum passing score: 152

Designated Area of Certification & Endorsement Descriptions (continued)

Earth Science

Major: Environmental Science, Environmental Studies

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in earth sciences. Ramapo students usually complete the requirements by majoring in Environmental Science or Environmental Studies – please refer to the Major Requirements and four-year plans in the College Catalog for the most efficient way to complete the Earth Science courses.

GEOL 105 Fundamentals of Geology or GEOL 101 Introduction to Geology
GEOL 333 Environmental Geology or GEOL 326 Paleontology, Paleoecology and
Paleoenvironments

GEOG 101 Physical Geography

PHYS 103 Introduction to Astronomy

PHYS 105 Meteorology

ENSC 103 Introduction to Environmental Science

ENST 215 Environmental History

PHYS 221 Environmental Physics

GEOL 333 Environmental Geology or GEOL 326 Paleontology, Paleoecology and
Paleoenvironments (One of these two courses is required; you may take the other as one of the
electives you meet)

GEOL 327 Geology of New Jersey

ENST 314 Geographic Information Systems

GEOG 303 Water Resources

(Please note that you need to work closely with an advisor because many of the above courses have
prerequisites)

Required Praxis Exams:

Earth Science: Content Knowledge (5571)

Minimum passing score: 153

General Science: Content Knowledge (5435)

Minimum passing score: 152

Designated Area of Certification & Endorsement Descriptions (continued)

Elementary Education

Majors: All Liberal Arts Majors

Required Praxis Exam:

Elementary Education: Multiple Subjects (5001)

Minimum passing scores:

Reading & Language Arts (5002): 157

Mathematics (5003): 157

Social Studies (5004): 155

Science (5005): 159

Designated Area of Certification & Endorsement Descriptions (continued)

English

Major: Literature

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in literature. Ramapo students complete the requirements by majoring in Literature and including the following courses in their major:

LITR 208 Shakespeare's Plays

One additional Drama Course

One Poetry Course

Two British Literature Courses

Two American Literature Courses

Two International or Multicultural Literature Courses

LITR 306 Literature: Theory and Criticism, LITR 302 Grammar: Theory and Pedagogy, or LITR 304

History of the English Language

Required Praxis Exam:

English Language, Literature, and Composition: Content Knowledge (5038)

Minimum passing score: 167

Designated Area of Certification & Endorsement Descriptions (continued)

French

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in French. Ramapo students complete the requirements by including in their course of study the following course:

LANG 330 Foreign Language Pedagogy

Required Praxis Exam: French World Language (5174)

Minimum passing score: 162

ACTFL Oral Proficiency Interview: Advanced-Low

Italian

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Italian. Ramapo students complete the requirements by including in their course of study the following course:

LANG 330 Foreign Language Pedagogy

Required Praxis Exam: None

ACTFL Oral Proficiency Interview: Advanced-Low

Designated Area of Certification & Endorsement Descriptions (continued)

Mathematics

Major: Mathematics

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in mathematics. Ramapo students complete the requirements by majoring in Mathematics and including the following courses in their major:

CMPS 147 Computer Science I
MATH 121 Calculus I
MATH 122 Calculus II
MATH 225 Multivariable Calculus
MATH 237 Discrete Structures OR MATH 205 Mathematical Structures
MATH 253 Probability
MATH 262 Linear Algebra
MATH 282 Number Theory
MATH 321 Geometry
MATH 353 Statistics
MATH 416 Introduction to Analysis
MATH 432 Abstract Algebra
MATH 441 History of Math (capstone course)
PHYS 114 Physics I with Calculus Lecture/Lab

One elective (numbered above 237) from below:

MATH 245 Numerical Analysis
MATH 290 Topics
MATH 305 Differential Equations
MATH 360 Stochastic Calculus for Finance
MATH 390 Advanced Topics
MATH 490 Advanced Topics

Required Praxis Exam:

Mathematics: Content Knowledge (5161)

Minimum passing score: 160

Designated Area of Certification & Endorsement Descriptions (continued)

Music Education

Major: Music

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Music. Ramapo students must work closely with both Music faculty and the Certification Officer to determine if certification is an option. Some courses may need to be taken at other institutions to meet state certification requirements.

Required Praxis Exam:

Music: Content Knowledge (5113)

Minimum passing score: 153

Physical Science

Majors: Chemistry, Physics

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in the physical sciences. Ramapo students complete the requirements by majoring in Chemistry or Physics. A Chemistry major must complete 15 credits of Physics and a Physics major must complete 15 credits of Chemistry. Required Praxis Exams:

Chemistry: Content Knowledge (5245)

Minimum passing score: 152

Physics: Content Knowledge (5265)

Minimum passing score: 141

General Science: Content Knowledge (5435)

Minimum passing score: 152

Designated Area of Certification & Endorsement Descriptions (continued)

Physics

Major: Physics

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Physics. Ramapo students complete the requirements by majoring in Physics.

Required Praxis Exams:

Physics: Content Knowledge (5265)

Minimum passing score: 141

General Science: Content Knowledge (5435)

Minimum passing score: 152

Designated Area of Certification & Endorsement Descriptions (continued)

Social Studies

Majors: American Studies, Economics, Environmental Studies, History, Political Science, Sociology

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in social studies. Ramapo students complete the requirements by majoring in one of the areas listed above and including the following courses:

HIST 101 Introduction to U.S. History I

HIST 102 Introduction to U.S. History II

HIST 105 Western Studies I or HIST 109 World Civilizations I

HIST 106 Western Studies II or HIST 110 World Civilizations II

Two social studies courses in areas outside of Europe or the U.S.

One Economics Course

One Geography Course

One Political Science Course

One Sociology Course

Required Praxis Exam:

Social Studies: Content Knowledge (5081)

Minimum passing score: 157

Designated Area of Certification & Endorsement Descriptions (continued)

Spanish

Major: Spanish Language Studies

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Spanish. Ramapo students complete the requirements by majoring in Spanish Language Studies and including the following course:

LANG 330 Foreign Language Pedagogy

Required Praxis Exam:

World Language: Spanish (5195)

Minimum passing score: 168

ACTFL Oral Proficiency Interview: Advanced-Low

Speech Arts and Dramatics

Majors: Communications, Theater, Contemporary Arts

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in speech arts and dramatics. Ramapo students complete the requirements by majoring in one of the areas listed above and taking a minimum of 15 credits in the ancillary subject matter.

Required Praxis Exam:

Speech Communication (5221)

Minimum passing score: 143

Theater (5641)

Minimum passing score: 153

Notes on Courses Requiring Field Experience Placements (including Student Teaching)

Observation of teachers and work with school children at school sites is required for completion of the teacher education coursework. Ramapo College is ideally located for access to excellent urban, suburban, and rural school districts. Placements have been found for all students who have qualified for and requested them and have followed the procedures developed by our Field Placement Coordinator. Districts are not required to accept student observers or student teachers so students must be flexible and accept field assignments that are made for them. Most districts require interviews with teacher preparation candidates prior to authorizing their work in the schools. Many districts require that candidates have substitute teaching certificates prior to allowing them to work with students. Therefore, we require that teacher preparation candidates apply for a substitute teaching certificate as soon as they have completed the minimum of 60 credits of college work. Candidates are expected to honor placements that are identified for them.

Teacher preparation candidates who are visiting or working in schools are expected to conduct themselves as educational professionals. This is important to the individual, the candidate's peers who will need placements in the future, the College, the profession, and the district faculty and administration. Children, parents, and other members of the community reasonably expect that those who are invited into their schools will serve as positive role models and will contribute to a healthy learning climate for the children. Because our candidates have been so conscientious in this regard, many districts welcome our requests for placements. A candidate who causes a problem at a placement site may be dropped from the program.

Transportation to and from the sites of all field assignments and student teaching placements are the responsibility of the teacher preparation candidate. Requests for student teaching placements near a candidate's place of residence will be considered if appropriate supervision can be arranged and the candidate makes the commitment to return to the campus one evening every other week to participate in the required Student Teaching Seminar.

Student Teaching is a full-time commitment for one semester. During the semester that a candidate student teaches, no other courses or job responsibilities should be undertaken. Candidates should consider the practical, familial, social, and financial impacts of devoting a full semester to student teaching prior to entering the program. Additional information regarding Student Teaching may be located in the Student Teaching Handbook, and all questions regarding the experience should be addressed with the Director of Student Teaching, Dr. Rich Russo. He may be reached at rrusso@ramapo.edu or at 201.684.7899.

The Teacher as Reflective Practitioner

Teaching is a reflective practice, one that requires us to develop a critical consciousness about intentions, purposes, goals, and assessments. Because there has developed over the last several years a body of evidence on the importance of the teacher as reflective practitioner, the Teacher Education and Certification Program at Ramapo College requires submission of/participation in two assessment instruments to help guide both candidates and faculty in determining readiness for entry into the profession.

Behaviors of Caring Educators Dispositional Scale

In an effort to assist both the candidate in the faculty ascertain a candidate's progress in coursework and in field experiences, we have developed and use a Behaviors of Caring Educators Dispositional Scale in courses that require field work. In EDUC 222, 310, 315, 346, and 491, students will be given the opportunity for a self-assessment of their behaviors regarding caring and its connection to the NJPST. In addition to the self-assessment, faculty who teach these courses, and cooperating teachers and supervisors with whom candidates work during student teaching, will submit final dispositional scales to better provide information on a candidate's progress and appropriateness/readiness for entry into the profession. These BCE forms will be monitored for each course. The purpose is two-fold—to encourage the ongoing development of professional and caring skills necessary to become an effective educator, and to determine the appropriateness of a candidate's continuation in the program. Both of these purposes connect to the theme of the teacher as reflective practitioner, and we believe it is important to establish professional expectations for standards of behavior early and to monitor students throughout the program for adherence to these standards.

Program Portfolio Requirement

During the course of the program, candidates should keep all assignments related to their Teacher Education courses, as well as content area courses that can help them demonstrate competence. During the course of the program, students will begin assembling a program portfolio that will be completed and submitted, via the TE program website, for review by their TE faculty advisor. This portfolio will contain artifacts/evidence from coursework, but, most importantly, from lesson, unit, and assessment plans created for, and implemented during, Student Teaching. It is imperative that candidates keep both electronic and paper copies (faculty and peer comments should also be kept) of assignments during their time in the program, as these assignments will become evidence to demonstrate viability for recommendation for certification. Faculty member will assist candidates make connections between assignments, standards, and appropriateness of inclusion in the portfolio.

Notes for Post-Baccalaureate Candidates Seeking Certification

Students pursuing teacher certification who have earned undergraduate degrees prior to entering the Ramapo College Teacher Education Program should seek advice from the Certification Officer in the Teacher Education and Certification Program to design an appropriate individualized program that meets all teacher certification requirements and to ensure that student preparation will closely approximate the expectations established for undergraduates in the Ramapo College program as outlined above.

Other Important Considerations

- A minimum of three semesters is needed to complete the professional education sequence of courses, and this may be impacted by time of application to the program and individual student situations.
- Most education courses have a mandatory daytime field experience component and work, transportation, or child-care restrictions cannot be considered when arranging placements for these experiences. Most of the courses in the Teacher Education and Certification Program are also daytime courses, with occasional nighttime and summer courses available. Please plan appropriately for your situation.
- Students should monitor the Teacher Education Program Luminis page (and their email accounts) for program announcements.
- All coursework must be completed prior to student teaching.
- The cost of student teaching is equivalent to 12 credit hours plus other fees required for certification expenses.
- Passage of the appropriate Praxis II exam is required prior to applying to student teach.
- Student Teaching is a full-semester, full-time, Monday through Friday commitment.
- An evening bi-weekly seminar course is required during Student Teaching.
- Once course and program requirements have been completed, candidates have one year to make sure all college requirements are complete to insure recommendation to the state of New Jersey for certification.
- Students interested in Middle School certification should consult with the Certification Officer to make sure all necessary coursework is completed.

Withdrawal from the Teacher Education and Certification Program

If at any time a candidate decides to discontinue pursuing teacher certification, s/he should notify the Assistant Dean of Teacher Education, in writing, the semester of planned discontinuance and the reason(s) for the decision to no longer pursue certification. As part of our ongoing accreditation, we must track of such notifications of withdrawal, but, more importantly, we want to use the notification as an opportunity to ensure that candidates are appropriately counseled regarding their current options and possible considerations for becoming certified in the future.

The current Assistant Dean of Teacher Education is Dr. C. Rexton Lynn and he may be reached at rlynn@ramapo.edu.

In addition, program faculty, in consultation with college faculty and program staff, may make the decision that a candidate should no longer continue in the program and will be withdrawn. This decision will be based on appropriate academic progress (obtaining and maintaining and the appropriate state-mandated GPA) and on feedback by program faculty on the Behaviors of Caring Educators Dispositional Scale form.

Program faculty, in consultation with college faculty and program staff, where and when appropriate, would have an initial conversation about the concerns, notify the candidate of the concerns, and then the program advisor and the Assistant Dean would meet with the candidate to determine next steps. Withdrawal from the program would not be the only option should a candidate exhibit inappropriate academic progress or dispositional characteristics, but it will be a final option should other plans of action for addressing issues prove ineffective.

A Place for Your Notes
