

*Please submit the ORIGINAL of this request form and supporting documents (along with an electronic version) to your unit ARC representative, who will deliver them to the Academic Review Committee.*

**SECTION A: Program Information**

Program Title: Elementary Education Originator(s) of the Proposal: Elvira Katić on behalf of the Teacher Education Convening Group

Proposal Date: 9/28/2016

School(s): SSHS Convening Group(s): Teacher Education

*Please attach a description of the proposed program, and all supporting documentation including the Provost’s pre-approval.*



**SECTION B: Approvals**

**Reviewed and Approved by:**

|  |  |  |  |
| --- | --- | --- | --- |
| Title | Print name | Sign | Date |
| Convener (if a convening group exists) |  --Rexton Lynn |  |  |
| Graduate Council Chair |  -- |  |  |
| School CurriculumCommittee chair |  |  |  |
| Dean | Aaron Lorenz |  |  |
| CIPL (if applicable) |  -- |  |  |

**ARC Disposition:**

☐ Information item only - no ARC approval necessary21

☐ ARC recommends approval by the Faculty Assembly

☐ ARC does NOT recommend approval by the Faculty Assembly

ARC Chair:

print & sign

Date:

The ARC recommends the following:

Office of the Provost Use Only:

☐ Approved ☐ Not Approved Provost Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

21 Only applies to non-credit-bearing certificate program

**Feasibility Phase:**  New Undergraduate Major: Elementary Education

Teacher Education / School of Social Science and Human Services

Checklist: Proposals for New Programs (with Provost’s signature)

Submit the following items along with this checklist. If an item is subject to approval in *only* one phase (feasibility or curricular), that information is indicated in parentheses. If an item applies *only* to a particular type of program, that information is also indicated in parentheses. Certificates developed by or affiliated with CIPL use CIPL’s forms and items, but if they are credit-bearing certificates they will also need an ARC form.

**1. Feasibility Phase:**

 Program proposal

 Program summary, objectives, and cooperative arrangements (if any)

 Program’s impact on the College’s other programs, including the undergraduate curriculum if the proposed program is a graduate program

 Program’s need

 If the program is in the liberal arts/sciences, indicate student demand and opportunities for further education if appropriate; if the program is career-oriented/professional, indicate student demand and labor market need, provide employer surveys, and describe opportunities for employment and advanced/additional study.

 Alignment with the Strategic Plan

 Comparison with similar programs in the State and neighboring states

 Program’s anticipated enrollment from launch to optimal level

 Additional resources needed for the first five years

 Program budget (graduate program only)

Feasibility approval: Provost’s signature: \_\_See next page\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_

*Upon approval by the Provost of the Feasibility Phase, include this signed form with the package for the Curricular*

*Phase. Ensure all materials included in the Feasibility Phase are also included.*

**2. Curricular Phase:**

☐ Program proposal form with all signatures

☐ Program proposal –documents required in addition to those provided in the Feasibility Phase

☐ Program assessment

☐ learning goals/outcomes

☐ direct and indirect measures

☐ assessment process

☐ alignment of program outcomes to all-college goals/outcomes (undergraduate programs only)

☐ alignment of program outcomes to program courses

☐ Program’s relationship to:

☐ College’s mission (check those that apply)

☐ Interdisciplinary learning ☐ Diversity/Inclusiveness

☐ Experiential learning ☐ Sustainability

☐ International understanding ☐ Student engagement

☐ Intercultural understanding ☐ Community involvement

☐ College’s Strategic Plan

☐ School’s mission and/or goals

☐ Degree requirements

☐ Course titles, descriptions, and credits

☐ Course sequencing

☐ Distinction between required and elective courses

☐ Number of credits for the entire program, including general education (undergraduate program only)

☐ Consultant’s CV (for state review only) (majors and graduate programs only)

Curricular phase: Materials (checklist, ARC form, all proposal documents) received by ARC: (date)



**Curricular Phase:**  New Undergraduate Major: Elementary Education

Teacher Education / School of Social Science and Human Services

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**Feasibility Phase:**  New Undergraduate Major: Elementary Education

Teacher Education / School of Social Science and Human Services

1. Program Proposal
2. Program Summary, Objectives, and Cooperative Arrangements (if any)

The Teacher Education and Certification Program at Ramapo has been designed to provide the required coursework and clinical experiences, as well as assist students understand the pathways to examinations, substitute licensing, and other elements, needed to obtain a New Jersey teaching certificate in elementary, middle or secondary school education.

The 2015 Education Preparation Provider Annual Report\*from the NJ Department of Education (NJDOE) indicates that our undergraduate program completers are third in the state with regards to certification completion and subsequent employment. Currently, 59% of our students are employed in public K-12 schools\*\* (the number one school has a 61% employment rate), 92% of which are continuing their employment from the 2013-14 school year. Our students have a median grade point average of 3.4 (above the state requirement of 3.0), and 99% of our program completers are certified. They are working across all district factor groups in New Jersey’s public schools (A-J, charter, and vocational schools) in all areas of New Jersey (north, central, and south), teaching in 11 different fields of study, and earning a median salary of $51,000. (\*\*Please note this is employment data for public schools in New Jersey--it does not reflect employment in private, parochial, or DOD schools within or outside of New Jersey). It’s clear that Ramapo College is in a competitive position to become the top undergraduate Teacher Education program in the state in terms of employed program completers. But it is imperative that we move with alacrity to redesign the current program to meet new state mandates and allow our candidates to become more competitive in an ever-shifting, more demanding job market.

The process to becoming a certified teacher in NJ has undergone enormous changes in the last five years due to changes at the state level and within accrediting organizations. New Jersey teacher education programs must comply with state legislative mandates in order for their graduates to be granted licensure.

The most recent legislation, enforced by the NJDOE (to begin in 2017-18, with no ‘grandfathering’ of those admitted prior to this date), is a required 50 hours of ‘clinical experience’ (CAEP [Council for the Accreditation of Educator Preparation] language that replaces the generic ‘practicum’). In addition, to begin in 2018-19 (again, no grandfathering), a full year of clinical practice will be required: 1) 175 hours must be completed in one semester, at one school, in various grade levels, when possible, in the semester preceding a 2) full-time (525 hours) ‘clinical practice’ (CAEP language that replaces the traditional ‘student teaching’). In addition, many teacher education program requirements have changed due to new requirements created by the accrediting bodies that guide, rate, and accredit these programs (formerly NCATE and TEAC, now merged to become CAEP). Finally, the implementation of edTPA (Educational Teacher Performance Assessment) must also be integrated into each teacher preparation program as per New Jersey state mandate. edTPA is a multi-faceted performance assessment that is used to determine if new teachers are ready to enter the profession. It is used for teacher licensure, the support of state and national program accreditation, and program renewal.

The professional climate for teachers in NJ is changing. Schools hire teachers at elementary, middle, and secondary schools who demonstrate mastery in their field or fields: those who are abreast of recent developments in the field of education, familiar with new assessment protocols, and have completed focused, content-rich educational coursework tied to considerable clinical experiences. Our students too, are changing. Today’s college students are both like and unlike those of previous generations. They bring with them aspirations for personal growth and development, but with increasing pressures to gain an education that provides a clear path to a profession.

Because of all of these changes, it has become unsustainable to continue offering TE courses as they are currently offered, particularly for students wishing to be certified in Elementary Education. Like Nursing, Social Work, Business, and other programs that have significant clinical experiences and clinical practice requirements that are required by their accrediting and licensing organizations, Teacher Education too must modify its program in order to comply with national and state requirements. If the proposed modifications are not enacted before the deadlines set by the state, the Teacher Education program at Ramapo will no longer be viable.

The Teacher Education faculty has decided that an Elementary Education major (BA) would best serve the needs of our students, their future employers and students, and Ramapo College. This will not only continue to keep our program compliant with accreditation and licensing rules, but also make our students more marketable as it will give them focused coursework that is directly relevant to the profession into which they will be entering. An Elementary Education major would: a) provide students with content-rich educational coursework specifically geared towards becoming an elementary school teacher in New Jersey; b) prepare students with foundational theories and practical methods in all areas of elementary teacher training; c) integrate necessary coursework as well as new, state-required clinical experiences into a 4-year plan; and d) integrate new, state-required teacher assessment protocols (edTPA) for recommendation for certification.

\*The 2016 EPP Report has been released in an embargoed format and, as such, is not to be shared or used until the final report is approved for public release. Embargoed report data does not include, as an example, comparisons between individual EPPs or side-by-side comparisons with state-wide data—as was the case with the 2015 final report.

1. Program’s impact on the College’s other programs, including the undergraduate curriculum if the proposed program is a graduate program

The new Elementary Education major’s impact on other programs at the college is minimal. There are only a few majors whose enrollment may be impacted: Psychology (SSHS), History (SSHGS), and Literature (SSHGS). Anecdotal evidence indicates that students enroll in these majors because they believe they are somewhat related to what they will need to know to teach elementary school; however, administrators in the field indicate that such majors have not fundamentally prepared their new hires for the realities of 21st century elementary school teaching. From a recruitment perspective, having an Elementary Education major would simplify for prospective students the path toward becoming a certified elementary classroom teacher, as parents and students are often stymied by there not being a major in Elementary Education in the Teacher Education program at Ramapo College. Instead of possible negative impact on other programs, an Elementary Education major may positively impact enrollment at the college.

1. Program’s Need
	1. If the program is in the liberal arts/sciences, indicate student demand and opportunities for further education if appropriate; if the program is career-oriented/professional, indicate student demand and labor market need, provide employer surveys, and describe opportunities for employment and advanced/additional study

The need for an Elementary Education major is great. The current Teacher Education program at Ramapo College can no longer provide teacher certification if it does not comply with recent state and accrediting changes, and to do so (as summarized previously) will require a considerable overhaul of the existing program.

The creation of an Elementary Education major, in addition to remaining competitive with other educator preparation programs in New Jersey (which either offer or plan to offer the major at their institutions; see Table 1, pg. 12), is timely in that there is a projected national shortage of teachers in a variety of fields. The most pressing, and perennial, shortage areas are in teaching mathematics, science, special education, and English Language Learners. In addition, the US Department of Education, Office of Postsecondary Education released, in August 2016, “Teacher Shortage Areas, Nationwide Listing, 1990-1991 through 2016-17.” The trends in shortage areas in New Jersey are readily discernible in the study and match, to a large extent, the trends in shortage areas across the United States.

Of particular interest in the report, though, is the shift, beginning in 2011-12, of reported shortages in New Jersey in Elementary Subject Matter Specializations. From 2011-12 to 2014-15, New Jersey experienced shortages, specifically, in Elementary Subject Matter Specializations in Mathematics, Science, and World Language. For 2015-16 and 2016-17, however, there was and is a stated shortage of teachers in Elementary Subject Matter Specializations (All). These Subject Matter Specializations include Mathematics, Science, Social Studies, Language Arts, and World Languages (Data.gov, https://catalog.data.gov/dataset/teacher-shortage-areas-2015-16, 2016).

The Elementary Education major as proposed here would help to fill the shortage areas identified by the US Department of Education in the Elementary Subject Matter Specializations (All) category as it is designed to offer both a degree in Elementary Education and a structured plan for specialization in four of the elementary specialization areas (mathematics, science, social studies, and language arts). The structure of the major is such that in addition to a degree in Elementary Education, students have the option of adding, within 4 years, a Middle School Endorsement in Mathematics, Science, Social Studies or Language Arts. This will make them more competitive in the job market and, simultaneously, prepare them to fill an identified shortage area.

This major would prepare students for a profession in teaching and thus is career-oriented/professional in nature, while also connecting across the liberal arts/sciences. Student demand for such a program is high. There are convenient and practical opportunities for continuing education at Ramapo College such as the MAEL (Master of Arts in Educational Leadership), MASE (Master of Arts in Special Education) and the MSET (Masters of Science in Educational Technology) graduate programs, which would further prepare students for competitive placements with regards to future employment. In addition, Special Education is an added endorsement in the State of New Jersey. Special Education is one of the most demanding of endorsements, as it requires candidates to have both a depth and breadth of knowledge of content areas, as well as experience and theoretical understandings of working with students with disabilities. The MASE Program Director is currently working with the Assistant Dean of Teacher Education and the Dean of the School of Social Science and Human Services on a pathway to adding the endorsement through specific course connections to the proposed Elementary Education major. This connection would further help to fill shortage areas and provide students seeking the Special Education endorsement the additional content in math, science, social studies and/or language arts that will make them more marketable as employees.

The issue of time to graduation can be better addressed by creating a major in Elementary Education, particularly given the impending requirement of one year of clinical practice, than by having teacher certification be added to an existing major. In addition, transfer students who complete all general education requirements prior to their transfer to Ramapo College would be able to complete the new major, including the clinical experience and practice requirements, within 4 semesters—something that is not currently possible.

Finally, anecdotal evidence indicates that the current certification program (where students may complete a major in any field and then complete Teacher Education certification through the program) does not adequately prepare students for the realities of modern elementary school teaching, especially given the numerous reforms in New Jersey education over the last five years. Anecdotal evidence from superintendents, principals, and other administrators from schools that are affiliated with the current Teacher Education program at Ramapo College indicate the need to graduate students who are familiar with content, theories, methods, and practical application specific to Elementary Education in New Jersey as opposed to majors in other fields that are tangentially related.

* 1. Alignment with the Strategic Plan

The creation and implementation of an Elementary Education major at Ramapo College will assist the college in fulfilling various elements of the 2014-18 Strategic Plan.

1. Mission: The College is “dedicated to providing students a strong foundation for a lifetime of achievement” and “to academic excellence through interdisciplinary and experiential learning.”
	1. The Elementary Education major will be aligned to current and ongoing needs in K-6settings by increasing the number of core content courses that candidates would be required to take that are directly relatable to content needed to be successful elementary teachers. Providing a space for both content and pedagogical foundations, with required clinical experience and practice components, will assist our students in preparing for the realities of the classroom in a richer, more contextualized manner than the current certification-only program.
	2. The major would be interdisciplinary in that Teacher Education faculty would work with faculty from SSHGS, TAS, and CA to create courses that align (and stay aligned to) New Jersey curricular standards and Common Core Standards for grades K-6. In addition, we would work with several K-6 curricular specialists in the development of these content courses, creating stronger relationships with local and potential partner schools.
	3. The increased New Jersey state standards of 50 hours of clinical experience (to include urban and special education settings) prior to a full year of clinical practice (700 total hours, in a fall-to-spring-only progression) will also ensure that the Elementary Education major assists the College in meeting its mission of experiential learning. These requirements, and this major, would make these experiences more targeted, meaningful, and contextually appropriate to engage students in a lifetime of effective pedagogical practice and engagement in the profession.
2. Vision: The College “prepares students to be successful leaders for a changing world through its distinctive commitments to hands-on learning and faculty-student mentoring.”
	1. The increased number and types of required clinical experiences and practice that will be met within the Elementary Education major will assist the College in realizing its commitment to hands-on learning. With 50 hours of clinical experience, 175 hours of clinical practice fall of senior year and 525 hours of clinical practice in spring of senior year, students will be assured of contextualized hands-on learning experiences.
	2. The increased number and types of required clinical experiences and practice that will be met within the Elementary Education major will also increase the necessity of and opportunities for faculty-student mentoring. The increased clinical components go hand-in-hand with the state requiring the faculty (full- and part-time, as well as adjunct) who teach courses be more involved in the clinical supervision of students enrolled in the program. The Elementary Education major will see the development of new courses that will ensure that the faculty-student mentoring opportunities are increased and carried out.
3. Goal 1: The College “advances academic excellence and student engagement in the undergraduate experience through [sic] continued focus on interdisciplinary and experiential learning” and “seeks to better serve…transfer students…and adult learners through programs and services that address the distinctive needs of these growing populations.”
	1. Objective 1.1: The College will offer rigorous curricula and experiential activities that prepare all students for a lifetime of achievement.
		1. Target 1.1.2: Ninety percent (90%) of undergraduate major programs will require students to successfully engage…in an extended experiential activity. All Elementary Education majors would be required to have additional clinical experience and practice hours. In this way the major would assist the college in increasing the number of programs requiring such experiences and, therefore, help toward meeting the 90% target.
	2. Objective 1.4: The College will increase enrollment and graduation rates among [sic] transfer students…and returning students.
		1. Targets 1.4.4 and 1.4.5: …regarding four- and six-year graduation rates. An Elementary Education major will assist in this overall goal in that transfer and returning students will no longer be required to complete an undergraduate major and have a concentration in Teacher Education. Students would be able to complete all graduation requirements within 4 years of arriving on campus. For transfer students, this means that if they arrive having completed all general education and certification requirements, they could move directly into the major and certification requirements, which will take a maximum of two years (full-time). If they have only some of the general education requirements met at the time of transfer, they should still be able to complete the Elementary Education major within 4 years. This would hold true for returning adult students as well.
		2. Target 1.4.7: Undergraduate enrollment share…in the arts and humanities will increase by 10%. The Elementary Education major would require that students have additional courses (some extant, some proposed, some to be developed) in broad arts and humanities subjects. The major would also be structured to allow students elective spaces so that a total of 4 content-area (math, science, social studies, or language arts, including any extant or newly developed) courses could be done within the 4-year plan. This design would allow students who meet eligibility requirements to seek a middle school endorsement in addition to certification as an elementary teacher. The State of New Jersey requires 15 credit hours in one of the four areas plus a course in Adolescent Psychology and passage of a middle school content exam to be eligible for a middle school endorsement. Teacher Education faculty would work with faculty in arts and humanities to identify appropriate courses for meeting both the spirit and the letter of the requirements, as well as the courses that would benefit students who decide to teach in a middle school classroom. We would also work with faculty in arts and humanities to resolve staffing and course offering/frequency issues. By creating the Elementary Education major and structuring it in a way that requires certain courses and allows space for additional content courses, we are potentially increasing the marketability of our graduates.
4. Goal 3: The College “seeks to enhance relationships with internal stakeholders in order to foster collaborative and transparent communication and with external stakeholders to strengthen mutually beneficial partnerships.”
	1. Objective 3.2: The College “will strengthen mutually beneficial partnerships with alumni, parents, [and] professional organizations, as well as community and government agencies.”
		1. Target 3.2.2: By 2017, 250 additional partnerships with alumni, parents, friends, business partners, professional organizations, and community and government agencies, will enhance College initiatives such as co-op placements, advisory boards, and other student engagement opportunities. The development of the Elementary Education major will create beneficial relationships with parents, as their students will have a clearer pathway toward both major/degree completion and teacher certification within a 4-year plan. In terms of alumni and professional organizations, establishing dedicated partnerships (possibly following a modified professional development school model) that are mutually beneficial to our program, our students, and the schools in which they will complete both extended clinical experience and practice requirements, will increase communication and collaboration. Needs of the students, needs of the schools, and needs of the program will be better and more richly addressed through these partnerships and the placement protocols to be developed as a result of impending required legislative changes. In addition, we have here the opportunity to create a Professional Educator Advisory Board (PEAB), whereby elected faculty from Teacher Education, one from each of the schools at Ramapo College, and K-12 stakeholders (principals, superintendents, curriculum specialists, teachers, etc.) can help develop policies and procedures that could better inform our course development and implementation and could better fill the needs in the K-12 schools with which we do and will partner. While this last piece (PEAB) is not directly connected to the Elementary Education major, the creation of the major has opened the discussions and possibilities of how to work better with all constituencies and to open lines of communication for both internal and external stakeholders. This is a powerful model that exists by legislative mandate in other states and could/would work really well at Ramapo College, particularly given the interdisciplinary nature of the College and changing program accreditation requirements.
5. Goal 4: The College “seeks to…provid[e] curricula and programming that encompass diversity in all its forms.”
	1. Objective 4.3: The College will develop and promote curricular, co-curricular, and extra-curricular programs that demonstrate the value of diversity, self-awareness, examination of multiple perspectives, and respect for others.
		1. Target 4.3.2: Increasing participation in curricular, co-curricular and extra-curricular programming will occur under the Elementary Education major. State mandates require that students enrolled in Teacher Education programs have clinical experiences that include both urban and special education settings. Courses currently exist and would be required in the major to provide participation in clinical experiences that would assist students in critical self-reflection of themselves as individuals and as teachers. These courses and experiences would assist in raising students’ prevailing awareness about myriad issues that face schools, schooling, students, and teachers in today’s society, and would also assist the College in meeting its strategic goals.
	2. Comparison with similar programs in the State and neighboring areas

Of the twenty-two colleges in the state that offer teacher education certification, eleven have some form of Elementary Education major within their Teacher Education programs and four (including Ramapo College) are moving towards creating such a major. However, most schools (including those for which we have some data) are in a challenging state of flux. The new state and accreditation requirements require major changes to most existing programs because the underlying process to teacher certification and licensure in the state has been modified. Program changes need to be made quickly so that programs remain viable, but many schools have not been able to respond with celerity. A variety of impediments, ranging from program to school to state encumbrances and philosophical as well as practical difficulties has made transitioning to the new requirements a complicated task. Even schools with existing Elementary Education majors have been encountering obstacles while working to modify their existing programs to comply with new statutes.

The Teacher Education faculty at Ramapo College are working to create a content-rich and practical Elementary Education major which would meet all of the new state and accreditation requirements, teacher education requirements, and Ramapo College general education requirements within a 4-year plan. In addition, we are working on building in opportunities for middle school certification within the new major. This is exceedingly competitive as the majority of schools with existing Elementary Education majors have a 5-year graduation plan. There is also little data on their incorporation of middle school certification within their majors. A comparison with other teacher education programs in New Jersey is detailed in the matrix that follows (See Table 1).

Table 1.

|  |
| --- |
| Comparison with similar teacher education programs in the state |
| *School* | *Have El. Ed. BA/MA* | *Working towards El. Ed. BA* | *No data / Still in state of flux* | *BA completed in 4 years* | *Ba completed in 5 + years* | *Time to completion unknown* |
| Bloomfield C. | x |  |  |  |  | x |
| Caldwell U. | x |  |  |  |  | x |
| Centenary U. |  | x |  |  |  | x |
| TCNJ | x |  |  |  |  | x |
| College of St. Elizabeth |  |  | x |  |  | x |
| Drew U. | x (MA only |  |  |  |  | x |
| Fairleigh Dickinson U. |  |  | x |  |  | x |
| Felician C. |  |  | x |  |  | x |
| Georgian Court | x |  |  |  |  | x |
| Kean U. |  | x |  |  | x |  |
| Monmouth U. |  |  | x |  |  | x |
| Montclair State |  | x |  |  | x |  |
| NJ City U. |  |  | x |  |  | x |
| Princeton U. | Eliminated Elementary Education program |
| Ramapo C. |  | x |  | x |  |  |
| Rider U. | x |  |  | x |  |  |
| Rowan U. | x |  |  |  | x |  |
| Rutgers U. | x (MA only) |  |  |  | x |  |
| Seton Hall U. | x |  |  |  | x |  |
| St. Peter’s U. |  |  | x |  |  | x |
| Stockton U. | x |  |  |  |  | x |
| W. Paterson U. | x |  |  | x |  |  |

1. Program’s anticipated enrollment from launch to optimal level

Launch of the major would be initiated in Fall 2017. Nearly all of the major courses would be reserved for the final two years in the program, based on clinical experience and practice requirements. The first two years would be used for completion of general education, program admission, and other certification requirements (such as testing, background check, etc.), and optimal level could be reached as early as Fall of 2019.

1. Additional resources needed for the first five years

New courses will need to be developed for the Elementary Education major. This will require time on the part of the faculty with input from content area faculty from other schools at Ramapo as well as administration and faculty from elementary public schools with which the Teacher Education program is affiliated. Initial discussion with content area faculty have uncovered the possibility that any newly required/developed content area courses could be taught by current full-time tenured or tenure-track faculty (in-load) or by an adjunct faculty member which would be paid for by Teacher Education. The budget line for adjunct faculty salaries and benefits would need to be adjusted accordingly, as we have minimally used adjunct instructors in the initial Teacher Education Program for the last three academic years. In addition, the increased clinical components will require the faculty (full- and part-time, as well as adjunct) who teach courses be more involved in the clinical supervision of students enrolled in the program. Changes to existing regulations guiding faculty load will need to be reviewed in order to allow faculty to serve in clinical supervisory capacities as indicated by the state.

1. Program Budget (graduate program only)

This section is not applicable as this is an undergraduate program.

**Curricular Phase:**  New Undergraduate Major: Elementary Education

Teacher Education / School of Social Science and Human Services

1. **Program proposal form with all signatures**

Please see cover sheets for program proposal forms with all signatures.

1. **Program proposal – documents required in addition to those provided in the Feasibility Phase**
2. **Program Assessment**
	1. **Learning goals/outcomes**
	2. **Direct and indirect measures**

The learning goals/outcomes (a) and direct and indirect measures (b) of the proposed Elementary Education major will be discussed in tandem in this section.

Learning Outcome 1: Content Knowledge

Content knowledge is directly addressed by Standard 4 in the New Jersey Professional Standards for Teachers: “The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.”

The Elementary Education major would provide a distinct and directly relevant content areas for our students . The proposed major includes both existing and new EDUC courses that directly relate to the central concepts, tools of inquiry, and structures of the discipline that are referenced in Standard 4. In addition, the proposed Elementary Education major includes methodology courses and clinical experience/practice in order to give our students the opportunities to model, practice, and create learning experiences to make learning accessible and meaningful for learners. Evidence collected in support of content knowledge will include the candidate’s GPA, relevant Praxis score, cooperating teacher ratings, and college supervisor ratings.

Direct Measure 1: Content Knowledge: Praxis Exams

Scores from Praxis Core Academic Skills for Educators Exam (Core) and Praxis II will provide evidence that our program completers understand the subject matter they intend on teaching. According to the Educational Testing Service (www.ets.org/praxis), the primary purpose of the Praxis assessments is to measure the knowledge and/or skills that are important for beginning teachers. Assessment scores are used to inform the program on licensure or comparable decisions.

*Praxis Core and Student Quality Issues.* The Educational Testing Service specifies that the Praxis Core exam may be used by institutions of higher education to identify students with sufficient reading, writing, and mathematics skills to enter a teacher education program. Students applying to enter the Ramapo College Teacher Education and Certification Program must submit documentation of a passing score on Praxis Core. Ramapo College adheres to the minimum required passing scores in each of the three areas tested (Reading, Writing, and Mathematics) as set by the NJ Department of Education. Passing scores for the 2016-17 school year are: Reading, 156; Writing, 162; Mathematics, 150**.**

*Praxis II.* The state of New Jersey requires that students meet the content-based passing score on Praxis II as a licensure requirement and sets the score for individual content areas. According to ETS, in this case additional validity evidence may not be necessary as the state, through its adoption process, has accepted that the content of the various subject matter exams is appropriate. The elementary Education major, as proposed, would require that students complete more content area courses directly related to content they will be teaching in elementary schools than does the current certification-only program (where students may choose any major, regardless of its relationship to the content they will be responsible for knowing and teaching, and complete the Teacher Education Program to qualify for certification). The Praxis II for Elementary Education requires students to take exams in the four major content areas they will be responsible for teaching on a daily basis: Language Arts, Science, Social Studies, and Mathematics. The Elementary Education major would further assist our students in being successful on the Praxis II as it will require the completion of more relevant content area coursework than the current program.

*Validity of the Praxis Series.* According to ETS, validation of assessments is based mainly on evidence that the content of the assessment adequately represents knowledge and/or skills judged to be important upon entrance into the teaching profession. There is alignment between the knowledge and/or skills being assessed and the knowledge and/or skills that teachers will need upon entrance into the field. The Praxis program follows nationally recognized methods of job analysis to define its assessments. Thus, Praxis Core and Praxis II serve the dual purposes of ensuring student quality upon entrance into the Teacher Education and Certification Program and student competency in content area upon exiting from the Teacher Education and Certification Program.

Direct Measure 2: Content Knowledge: Grade Point Average (GPA)

Grade point average will also be examined to provide evidence for Learning Outcome 1: Content Knowledge. Academic ability is an important factor for determining quality teacher education candidates. One of the most frequently used indicators to measure academic ability has been a candidate’s grade point average (GPA) of either major courses or total college courses. Research suggests that GPAs are among the best comparable, credible measures of intellectual achievement, although also an imperfect indicator, since they are so sensitive to institutional variations. In recent years, the minimum entrance or completion GPA has been raised in many teacher education programs at a variety of universities and colleges in order to produce a pool of teacher education candidates with higher academic credentials. Requiring a higher GPA also provides program entry and exit standards which may dissuade program application by candidates who wish choose education courses after they do not succeed in maintaining the minimum GPA in their first choice courses. In the State of New Jersey, a pre-service teacher must graduate with a minimum GPA of 3.0 to obtain a teaching license.

Grade point average has been used to measure a candidate’s current academic ability and is often used by teacher education programs to partially gauge the candidate’s potential for succeeding in and completing the program. Higher GPA cut-off scores for entry into a program have often coincided with generally better candidate performance within the program. Nevertheless, recent research concludes that while GPA, as well as other cumulative scores, such as SATs or ACTs, may be an imperfect measure of intellectual competence, it still provides some of the best data with regards to identifying a candidate’s academic ability. One measure of content knowledge therefore is the achievement level of teacher education students as demonstrated by their cumulative GPAs.

In addition to examining completers’ overall GPA, the Teacher Education program also looks at the candidate’s cumulative GPA in courses that satisfy their major field of study in order to measure specific content knowledge. The proposed Elementary Education major includes courses that directly relate to elementary education content knowledge and the GPA from this major will more accurately measure content knowledge for our elementary education candidates. And anecdotal example of the aforementioned is that many colleges/universities in New Jersey have begun to exclude from admission into elementary education programs candidates who are enrolled in majors that do not directly relate to the field and profession of elementary education (i.e., psychology, business). In order to respond to market forces, many of these schools have either: 1) created an elementary education major which requires the completion of a variety of content-specific courses that focus on elementary education pedagogy and practice; or 2) accept only majors into their certification programs that relate to the field of elementary education, such as mathematics, language arts, science, and social studies/history.

Direct Measure 3: Content Knowledge: Cooperating Teacher and College Supervisor Ratings

 Evidence in support of Learning Outcome 1: Content Knowledge will also come from the Cooperating Teacher and College Supervisor Ratings. Cooperating Teachers provide a mid-term and final evaluation while College Supervisors provide six ratings of each student teacher. These two measures are distinct in that college supervisors get “snap-shot” glimpses of student teacher performance, while cooperating teachers have a more holistic view of the student teacher over time. The rating forms include assessments of content knowledge and have content validity because they are aligned with the New Jersey Professional Standards for Teachers, which in turn are aligned to our learning outcomes.

Learning Outcome 2: Pedagogical Knowledge

Pedagogical knowledge is addressed in New Jersey Professional Standards for Teachers 1 (Learner Development), 2 (Learning Differences), 3 (Learning Environments), 6 (Assessment), 7 (Planning for Instruction), 8 (Instructional Strategies), 9 (Professional Learning), and 10 (Leadership and Collaboration). The proposed Elementary Education major will require students to take the following courses, all of which focus on the theory and practice of pedagogical knowledge: 1) EDUC 222: Principles and Practices of Teaching; 2) EDUC 344: Methods of Teaching Elementary Education: Language Arts, Social Sciences and Art; 3) EDUC 3xx: Methods of Teaching Elementary Education: Mathematics; 4) EDUC 3xx: Methods of Teaching Elementary Science; 5) EDUC 346: Literacy Theory and Practice; 6) EDUC 3xx: Literacy Across the Elementary Curriculum; and 7) PSYC 215: Learning Cognition and Teaching. Evidence collected in support of pedagogical knowledge will come from Elementary Education major GPA, cooperating teacher ratings, and college supervisor ratings.

Direct Measure 1: Pedagogical Knowledge: Grade Point Average

 As previously discussed in Direct Measure 2: Content Knowledge, GPA is a reliable measurement of student performance for pedagogical knowledge. As the proposed Elementary Education major includes courses that directly relate to elementary education pedagogical knowledge, the GPA from these courses (as well as from the major as a whole) will accurately measure pedagogical knowledge for our elementary education candidates.

Direct Measure 2: Pedagogical Knowledge: Cooperating Teacher and College Supervisor Ratings

 Evidence in support of Learning Outcome 2: Pedagogical Knowledge will also come from the Cooperating Teacher and College Supervisor Ratings. As previously discussed in Direct Measure 2: Content Knowledge, Cooperating Teachers provide a mid-term and final evaluation while College Supervisors provide six ratings of each student teacher. These two measures are distinct in that college supervisors get “snap-shot” glimpses of student teacher performance, while cooperating teachers have a more holistic view of the student teacher over time. The rating forms include assessments of pedagogical knowledge and have content validity because they are aligned with the New Jersey Professional Standards for Teachers, which in turn are aligned to our learning outcomes.

Learning Outcome 3: Caring and Teaching Skill

Caring and Teaching Skill is addressed by “Dispositions” and “Performances” across the four domains of the New Jersey Professional Standards for Teachers. The Teacher Education program works to educate students so that they complete the program as caring and competent beginning professionals. The proposed Elementary Education major will require students to take the following courses, all of which focus on development of teachers’ caring and teaching skills: 1) EDUC 222: Principles and Practices of Teaching; 2) EDUC 346: Literacy Theory and Practice; and 3) EDUC xxx: Clinical Practice. Evidence collected in support of content knowledge will include the candidate’s GPA, the dispositions rubric, cooperating teacher ratings, and college supervisor ratings.

Direct Measure 1: Caring and Teaching Skill: Dispositions Rubric (BCE form)

Although measures of teacher caring are still in their infancy, behaviors indicative of caring are referenced in many standards (i.e., INTASC, NCATE, TEAC) including the New Jersey Professional Standards for Teachers, with which the Teacher Education and Certification Program at Ramapo College complies. To document that our program completers exhibit the behaviors of caring pre-service teachers, we have developed an assessment rubric entitled The Behaviors of Caring Educators (BCE). The BCE provides our program with a dynamic measure of a candidate’s caring and teaching skill as s/he moves through the program’s curriculum. Teaching skill is aligned with the “Performance” indicators of the standards. The rubric lists criteria, with representative performance indicators, that we have identified as measuring the critical components of both academic and personal caring. Criteria and performance indicators were refined by comparison with criteria at sister institutions and those described in the critical thinking literature on dispositions/habits of mind. Criteria were then linked to disposition expectations in the NJPST. To insure internal consistency, BCE criteria were used to re-develop observation forms utilized by cooperating and supervising teachers during the student teaching internship.

We assert that the methods described above address the content validity of the BCE. As the program implements this rubric and continues collecting this data we will be able to better assess the reliability of the instrument and make changes accordingly. To assist with the usefulness of the information obtained on the BCE, the Teacher Education program has developed a website (currently in its infancy) where everything from admission to completion to dispositions information to program feedback can be aggregated and accessed.

Direct Measure 2: Caring and Teaching Skill: Cooperating Teacher and College Supervisor Ratings

 Evidence in support of Learning Outcome 3: Caring and Teaching Skill will also come from the Cooperating Teacher and College Supervisor Ratings of the culminating clinical practice course (EDUC: xxx Clinical Practice), where teaching skill is most appropriately demonstrated and measured. As previously discussed in Direct Measures 2 for Content Knowledge and Pedagogical Knowledge, Cooperating Teachers provide a mid-term and final evaluation while College Supervisors provide six ratings of each student teacher. These two measures are distinct in that college supervisors get “snap-shot” glimpses of student teacher performance, while cooperating teachers have a more holistic view of the student teacher over time. Cooperating teachers and college supervisors are in a unique position to evaluate the caring and teaching skills of the candidates as they observe them closely multiple times while in the teaching environment.

* 1. **Assessment process**

The Elementary Education major will follow the proscribed Ramapo College assessment process. This will include a submission of an annual plan or report with defined goals, outcomes, and assessments as necessary, the assessments of outcomes per year, and compliance with assessment committee reviews and archiving. The assessment process (both Planning Materials and the Operational Flowchart) found at http://www.ramapo.edu/assessment/process/ will be followed and adhered to. We believe the development of the courses and the assessment plan should be created in tandem and will use the assessment process as a guide to course development.

* 1. **Alignment of program outcomes to all-college goals/outcomes (undergraduate programs only)**

The alignment of program outcomes to all-college goals/outcomes is detailed in the matrix that follows (See Table 2).

Table 2.

|  |
| --- |
| Alignment of program outcomes to all-college goals/outcomes |
|  | *Goal* | *Aligns to:* |
| *Mission Pillars* | Interdisciplinary Analysis | Learning Outcome 1: Content KnowledgeLearning Outcome 2: Pedagogical Knowledge |
|  | Experiential Learning | Learning Outcome 2: Pedagogical KnowledgeLearning Outcome 3: Caring and Teaching Skill |
|  | Intercultural/International Perspective | Learning Outcome 1: Content Knowledge |
| *Skills* | Critical Inquiry | Learning Outcome 1: Content KnowledgeLearning Outcome 2: Pedagogical Knowledge |
|  | Communication | Learning Outcome 1: Content KnowledgeLearning Outcome 2: Pedagogical KnowledgeLearning Outcome 3: Caring and Teaching Skill |
| *Knowledge* | In-Depth Knowledge | Learning Outcome 1: Content KnowledgeLearning Outcome 2: Pedagogical KnowledgeLearning Outcome 3: Caring and Teaching Skill |
|  | Understanding the World in Which We Live | Learning Outcome 1: Content KnowledgeLearning Outcome 2: Pedagogical KnowledgeLearning Outcome 3: Caring and Teaching Skill |
| *Values and Responsibility* | Awareness | Learning Outcome 1: Content KnowledgeLearning Outcome 2: Pedagogical KnowledgeLearning Outcome 3: Caring and Teaching Skill |
|  | Engagement | Learning Outcome 3: Caring and Teaching Skill |

* 1. **Alignment of program outcomes to program courses**

The alignment of program outcomes to program courses is detailed in the matrix that follows (See Table 3).

Table 3.

|  |
| --- |
| Elementary Education Major: Program Assessment |
|  | *Learning Goals/Outcomes* |  |
| Course in Elem. Ed. Major | *Content Knowledge* | *Pedagogical Knowledge* | *Caring and Teaching Skill* | Direct Measure |
| EDUC 222: Principles and Practices of TeachingCE2  |  | X | X | Program GPAMajor GPACo-op teacher ratings |
| EDUC 344: Methods of Teaching El. Ed. LA/SS/ArtCP4 | X | X |  | Praxis Exams/ScoresProgram GPAMajor GPACo-op teacher ratings |
| EDUC 3xx: Methods of Teaching Elementary MathematicsCP1 | X | X  |  | Praxis Exams/ScoresProgram GPAMajor GPACo-op teacher ratings |
| EDUC 3xx: Methods of Teaching Elementary ScienceCP2 | X | X |  | Praxis Exams/ScoresProgram GPAMajor GPACo-op teacher ratings |
| EDUC 346: Literacy Theory and PracticeCE4 |  | X | X | Program GPAMajor GPACo-op teacher ratings |
| EDUC 3xx: Literacy Across the Elementary CurriculumCP3 |  | X | X | Program GPAMajor GPACo-op teacher ratings |
| EDUC 4xx: Elementary Clinical Practice Capstone**OR**EDUC 4xx: Content Area Clinical Practice Capstone |  | X | X | Program GPAMajor GPADispositions RubricCo-op teacher and Supervisor ratings |
| Elementary Education Major as a whole | X | X | X | Praxis Exams/ScoresProgram GPAMajor GPADispositions RubricCo-op teacher and Supervisor ratings |

1. **Program’s relationship to:**
	1. **College’s mission (check all those that apply)**
		1. x Interdisciplinary learning
		2. x Experiential learning
		3. ☐ International understanding
		4. x Intercultural understanding
		5. x Diversity/Inclusiveness
		6. ☐ Sustainability
		7. x Student engagement
		8. x Community involvement
	2. **College’s strategic plan**

The creation and implementation of an Elementary Education major at Ramapo College will assist the college in fulfilling various elements of the College’s mission and 2014-18 Strategic Plan.

1. Mission: The College is “dedicated to providing students a strong foundation for a lifetime of achievement” and “to academic excellence through interdisciplinary and experiential learning.”
	1. The Elementary Education major will be aligned to current and ongoing needs in K-6 settings by increasing the number of core content courses that candidates would be required to take that are directly relatable to content needed to be successful elementary teachers. Providing a space for both content and pedagogical foundations, with required clinical experience and practice components, will assist our students in preparing for the realities of the classroom in a richer, more contextualized manner than the current certification-only program.
	2. The major would be interdisciplinary in that Teacher Education faculty would work with faculty from SSHGS, TAS, and CA to create courses that align (and stay aligned to) New Jersey curricular standards and Common Core Standards for grades K-6. In addition, we would work with several K-6 curricular specialists in the development of these content courses, creating stronger relationships with local and potential partner schools.
	3. The increased New Jersey state standards of 50 hours of clinical experience (to include urban, suburban, and special education settings) prior to a full year of clinical practice (700 total hours, in a fall-to-spring-only progression) will also ensure that the Elementary Education major assists the College in meeting its mission of experiential learning. These requirements, and this major, would make these experiences more targeted, meaningful, and contextually appropriate to engage students in a lifetime of effective pedagogical practice and engagement in the profession.
2. Vision: The College “prepares students to be successful leaders for a changing world through its distinctive commitments to hands-on learning and faculty-student mentoring.”
	1. The increased number and types of required clinical experiences and practice that will be met within the Elementary Education major will assist the College in realizing its commitment to hands-on learning. With 50 hours of clinical experience, 175 hours of clinical practice fall of senior year and 525 hours of clinical practice in spring of senior year, students will be assured of contextualized hands-on learning experiences.
	2. The increased number and types of required clinical experiences and practice that will be met within the Elementary Education major will also increase the necessity of and opportunities for faculty-student mentoring. The increased clinical components go hand-in-hand with the state requiring the faculty (full- and part-time, as well as adjunct) who teach courses be more involved in the clinical supervision of students enrolled in the program. The Elementary Education major will see the development of new courses that will ensure that the faculty-student mentoring opportunities are increased and carried out.
3. Goal 1: The College “advances academic excellence and student engagement in the undergraduate experience through [sic] continued focus on interdisciplinary and experiential learning” and “seeks to better serve…transfer students…and adult learners through programs and services that address the distinctive needs of these growing populations.”
	1. Objective 1.1: The College will offer rigorous curricula and experiential activities that prepare all students for a lifetime of achievement.
		1. Target 1.1.2: Ninety percent (90%) of undergraduate major programs will require students to successfully engage…in an extended experiential activity. All Elementary Education majors would be required to have additional clinical experiences and practice hours. In this way the major would assist the college in increasing the number of programs requiring such experiences and, therefore, help toward meeting the 90% target.
	2. Objective 1.4: The College will increase enrollment and graduation rates among [sic] transfer students…and returning students.
		1. Targets 1.4.4 and 1.4.5: …regarding four- and six-year graduation rates. An Elementary Education major will assist in this overall goal in that transfer and returning students will no longer be required to complete an undergraduate major and have a concentration in Teacher Education. Students would be able to complete all graduation requirements within 4 years of arriving on campus. For transfer students, this means that if they arrive having completed all general education requirements, they could move directly into the major and certification requirements, which will take a maximum of two years (full-time). If they have only some of the general education requirements met at the time of transfer, they should still be able to complete the Elementary Education major within 4 years. This would hold true for returning adult students as well.
		2. Target 1.4.7: Undergraduate enrollment share…in the arts and humanities will increase by 10%. The Elementary Education major would require that students have additional courses (some extant, some to be developed) in broad arts and humanities subjects. The major would also be structured to allow students elective spaces so that a total of 4 content-area (math, science, social studies, or language arts, including any extant or newly developed) courses could be done within the 4-year plan. This design would allow students who meet eligibility requirements to seek a middle school endorsement in addition to the certification as an elementary teacher. The State of New Jersey requires 15 credit hours in one of the four areas plus a course in Adolescent Psychology and passage of a middle school content exam to be eligible for a middle school endorsement. Teacher Education faculty would work with faculty in arts and humanities to identify appropriate courses for meeting both the spirit and the letter of the requirements, as well as the courses that would benefit students who decide to teach in a middle school classroom. We would also work with faculty in arts and humanities to resolve staffing and course offering/frequency issues. By creating the Elementary Education major and structuring it in a way that requires certain courses and allows space for additional content courses, we are potentially increasing the marketability of our graduates.
4. Goal 3: The College “seeks to enhance relationships with internal stakeholders in order to foster collaborative and transparent communication and with external stakeholders to strengthen mutually beneficial partnerships.”
	1. Objective 3.2: The College “will strengthen mutually beneficial partnerships with alumni, parents, [and] professional organizations, as well as community and government agencies.”
		1. Target 3.2.2: By 2017, 250 additional partnerships with alumni, parents, friends, business partners, professional organizations, and community and government agencies, will enhance College initiatives such as co-op placements, advisory boards, and other student engagement opportunities. The development of the Elementary Education major will create beneficial relationships with parents, as their students will have a clearer pathway toward both major/degree completion and teacher certification within a 4-year plan. In terms of alumni and professional organizations, establishing dedicated partnerships (in a modified professional development school model) that are mutually beneficial to our program, our students, and the schools in which they will complete both extended clinical experience and practice requirements, will increase communication and collaboration. Needs of the students, needs of the schools, and needs of the program will be better and more richly addressed through these partnerships and the placement protocols to be developed as a result of impending required legislative changes. In addition, we have here the opportunity to create a Professional Educator Advisory Board (PEAB), whereby elected faculty from Teacher Education, one from each of the schools at Ramapo College, and stakeholders in the K-12 arenas (principals, superintendents, curriculum specialists, teachers, etc., final makeup of the board TBD) can help develop policies and procedures that could better inform our course development and implementation and could better fill the needs in the K-12 schools with which we do and will partner. While this last piece (PEAB) is not directly connected to the Elementary Education major, the creation of the major has opened the discussions and possibilities of how to work better with all constituencies and to open lines of communication for both internal and external stakeholders. This is a powerful model that exists by legislative mandate in other states and could/would work really well at Ramapo College, particularly given the interdisciplinary nature of the College and changing program accreditation requirements.
5. Goal 4: The College “seeks to…provid[e] curricula and programming that encompass diversity in all its forms.”
	1. Objective 4.3: The College will develop and promote curricular, co-curricular, and extra-curricular programs that demonstrate the value of diversity, self-awareness, examination of multiple perspectives, and respect for others.
		1. Target 4.3.2: Increasing participation in curricular, co-curricular and extra-curricular programming will occur under the Elementary Education major. State mandates require that students enrolled in Teacher Education programs have clinical experiences that include both urban and special education settings. Courses currently exist and would be required in the major to provide participation in clinical experiences that would assist students in critical self-reflection of themselves as individuals and as teachers. These courses and experiences would assist in raising students’ prevailing awareness about myriad issues that face schools, schooling, students, and teachers in today’s society, and would also assist the College in meeting its strategic goals.
	2. **School’s mission and/or goals**

The Teacher Education program is housed within the School of Social Science and Human Services. SSHS’s mission statement reads:

The School of Social Science and Human Services creates an interdisciplinary learning environment grounded in experiential learning and active participation in community experience. Using social science perspectives, we engage our students in critical thinking about enduring and emerging issues of our world, including psychological, social, cultural, economic, political, legal and environmental dimensions based on principles of social justice and sustainability. The values of diversity, inclusiveness and international and intercultural understanding are integral to our process of life-long learning.

The creation and implementation of an Elementary Education major aligns with and fulfills many elements of the SSHS’s mission. The very nature of teacher education cannot be separated from the key elements of the school’s mission: interdisciplinary learning environments, the focus on experiential learning, and active participation in community experience. The Elementary Education major provides a thorough interdisciplinary course of study to prepare the student in theoretical and foundational approaches to elementary education, different content areas that are applicable to the elementary curriculum, and pedagogical and methodological courses for implementation of content. The focus on experiential learning and active participation in community experience also cannot be separated from teacher education. Preparing students to become teachers necessitates immersion in the classrooms and communities of our partner schools. As per current New Jersey state requirements, our students must spend an increasing number (750 hours) of fieldwork hours within our partner schools over a minimum of three consecutive semesters.

The Elementary Education major will engage our students to think about enduring and emerging issues of the social sciences, as they are specifically applicable to elementary education. For example, students must take courses in educational psychology and social contexts of education. A variety of coursework within (and across) courses focuses on issues of educational culture, economy (i.e., school and state budgets), educational politics (i.e., local, regional, state), laws and ethics guiding education, and sustainability concerns (i.e., science education). Finally, the values of diversity and inclusiveness are also incorporated throughout the major, both in a variety of coursework within courses as well as the required Introduction to Special Education course (EDUC 360) and accompanying fieldwork.

**C.** **Degree Requirements**

* 1. **Course titles, descriptions, and credits**

The course titles, descriptions, and credits are detailed in the matrix that follows (See Table 4).

Table 4.

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| --- |
| Course titles, descriptions, and credits |
|  | *Course Title* | *Description* | *Credits* |
| *1.* | Student Literacy CorpsCE1 (Urban) | EDUC 211: This urban education course is designed to teach students methods and techniques of teaching reading to elementary, middle, and high school students. Students will learn reading assessment techniques, instructional strategies, and how to construct and implement lesson plans. Further, issues of social justice will be explored. *This course requires a minimum of 20 mandatory clinical experience hours.* | 4 |
| *2.*  | Social Context of Education | EDUC 221: A consideration of the various roles education has played in the development of American society. The course will examine social, political, and economic forces that have affected educational policy and practice in school and non-school settings, with particular attention given to contemporary educational issues.  | 4 |
| *3.*  | Teaching: Principles and PracticesCE2 | EDUC 222: An examination of various educational models currently used in American schooling, methods of instructional planning, the nature of cognitive, affective and skill lessons, principles of classroom questioning, and student evaluation. *This course requires a minimum of 20 mandatory clinical experience hours.* | 4 |
| *4.* | Instructional Technology | EDUC 241: This course is designed to help students develop the competencies needed to effectively adopt, adapt, and apply technologies to enhance teaching and learning in a variety of settings. In addition to developing competencies with an array of software and hardware, students develop their abilities to evaluate websites, learning platforms, and the uses of technology in an instructional setting. The ethical and legal uses of technology are examined as well as the standards for universal access to technology. | 4 |
| *5.* | LITR Menu: Theories of Language and PedagogyChoose one:LITR 302 Grammar: Theory and Pedagogy**OR**LITR 304 History of the English Language**OR**LITR 306 Literature: Theory and Criticism  | LITR 302: This course is designed to introduce you to the study of grammar and to provide you with an overview and detailed analysis of the structure of the English language. It is also designed to introduce you to concepts of language change, regional and social dialects--both standard and nonstandard, and the makeup of Standard American English. We will distinguish between descriptive and prescriptive grammars and examine their implications for the teaching of grammar and usage. Throughout this course, we will use the tools of linguists to critically approach and analyze the structure of Standard American English. Topics covered will include a brief examination of varieties of English; constituent structure and syntax; the morphology of English, both derivational and inflectional; the major parts of speech (nouns, verbs, adjectives, and qualifiers, prepositions, pronouns, conjunctions, etc.) We will also study ways that clauses can be combined into sentences using coordination and subordination.**OR****LITR 304: HISTORY OF THE ENGLISH LANGUAGE** (Formerly LITR 344) This course traces the development of the English language from its Indo-European roots through the major stages of English, including Old English (the language of Beowulf), Middle English (Chaucer's English), and early modern English (Shakespeare's English), through present day English. We will begin by establishing grammatical and linguistic categories and examining some principles of historical linguistics, focusing on the mechanisms and causes of language change. Our study will include etymology (particularly work with the OED) and developments in American English, including dialectical variety. The course seeks to make students aware of the structure of their language and help them become sensitive to linguistic change and difference.**OR****LITR 306: LITERATURE: THEORY & CRITICISM** (Formerly LITR 301) An exploration in historical and contemporary terms of the tradition, from Plato to post-modernism, that struggles both to express the mysterious power of art and language and to explain it -- to make it a conscious, even rational, activity. The course, which will focus on how literary discourse responds to historical change, concludes with a workshop component in the currents shaping such discourse today. Students will understand the assumptions and practices that have silently shaped their thinking and become conscious shapers of their own responses. | 4 |
| *6.* | LITR Menu: Young Readers and Literary FormsChoose One:LITR 279: The Graphic Narrative**OR**LITR 308: Children’s and Young Adult Literature**OR**LITR 290: Topics (must be approved by both Assistant Dean of Teacher Education and LITR Convener, semester-by-semester basis) | **LITR 279: THE GRAPHIC NARRATIVE** The Graphic Narrative studies the rise and development of what some consider a "new" literary form: the graphic novel (or graphic narrative, or sequential art, or comic book). Of course, this "new" art form is at least a century old. In this course, we will consider the graphic narratives primarily as literary texts. Of course, graphic narratives are also works of visual art. Comics are filled with pictures, but these are not illustrations in the traditional sense--they are part of the language of the form. Students will need to negotiate two symbol systems--cartooning and language--and determine how they work together to create meaning. While many think of the graphic novel as an American form, it has become an international phenomenon. We will read comics from around the globe and consider them in cultural, historical, and literary contexts. To help us with this analysis, students will be asked to apply various theoretical concepts to the comics, including Cultural and Marxist Criticism. We will also read works in theory and criticism, as well as traditional literary texts.**OR**LITR 308: This course will examine the genre of children's and young adult literature from a literary, psychological and historical perspective. Children's literature has a rich tradition that reflects changing perceptions and constructions of childhood and young adulthood. We will examine the history of children's literature, including the 1860-1920 "golden age" period. Learning to analyze the illustrations that appear in much of children's literature will be an integral part of the course. The course will challenge the ideas that strict borders exist among children's, young adult and adult literature, and that only "adult" books can be great literature. We will read one or more examples from each of these major categories of children's literature: fairy tales, picture books, fantasy, classics, non-fiction, information books, historical fiction and young adult books. OR**LITR 290: The descriptions and topics of this course change from semester-to-semester, as well as from instructor-to-instructor. Prerequisite: varies with the topic offered. (Must be approved by both Assistant Dean of Teacher Education and LITR Convener, semester-by-semester basis)** | 4 |
| *7.* | Mathematics for Elementary Educators  | MATH xxx: This course involves a careful examination of mathematical ideas behind the mathematics taught in grades K-6, and their history and applications to daily life. It is intended primarily for future elementary school teachers to provide them with a better understanding of the mathematics they will teach. The course will focus on understanding and exploring the mathematics through problem solving, projects, group explorations, use of manipulatives, and some use of technology.  | 4 |
| *8.* | Science for Elementary Educators | XXXX xxx: This course involves a careful examination of major science concepts based upon the topics taught in grades K-6. It is intended primarily for future elementary school teachers to provide them with a better understanding of the science they will teach. Seven cross-cutting concepts within the domains of physical, life, and earth and space sciences will be explored. The course will cover concepts relevant to all of the sciences, with emphasis placed upon science, technology, engineering practices and how scientists work.  | 4 |
| *9.*  | Methods of Teaching Elementary LA/SS/ArtCP4 | EDUC 344: This course is designed for students who plan on teaching at the elementary school level. Emphasis will be placed on the development of research based instructional strategies for language arts (including reading), social sciences, and the arts with the focus on the learner. Preparation, planning, classroom environment, instruction, and professional responsibilities will be addressed. *This course requires mandatory clinical practice hours (number TBD) that, when combined with other identified clinical practice courses, will contribute to the requisite total of 175 during the first semester of the full year of clinical practice.* | 4 |
| *10.* | Literacy: Theory and PracticeCE4 | EDUC 346:   This course is one in a series of professional education courses leading to elementary education certification. It is designed to provide you with current reading theory and practices followed in American schools. Topics include: the nature of reading, fostering emergent literacy, whole language and phonics, comprehension strategies, reading literature, and evaluating reading. In addition, students will have the opportunity to learn about the application of coursework to reading instruction through required field placement. Permission of Department. Prerequisite: student must hold a valid sub license. | 4 |
| *11.*  | Introduction to Special EducationCE 3 (Special Education) | EDUC 360: This course provides pre-service teachers with an introduction to the current knowledge and understanding of children and adolescents with special needs. Content includes the following: history, legislation, etiology, characteristics, needs, impact on families, and existing and emerging technologies. The focus will be on assessment, support services, and effective pedagogical strategies for helping students with a wide spectrum of special needs, including gifted and talented, reach their optimum level of achievement in the least restrictive school settings. Prerequisite: Admission into Teacher Education Program. *This course requires a minimum of 30 mandatory clinical experience hours.* | 4 |
| *12.* | Methods of Teaching Elementary MathematicsCP1 | EDUC 3xx: This course is designed for students who plan on teaching at the elementary school level. Emphasis will be placed on the development of research based instructional strategies for mathematics with the focus on the learner. Preparation, planning, classroom environment, instruction and professional responsibilities will be addressed. *This course requires mandatory clinical practice hours (number TBD) that, when combined with other identified clinical practice courses, will contribute to the requisite total of 175 during the first semester of the full year of clinical practice.* | 4 |
| *13.* | Methods of Teaching Elementary ScienceCP2 | EDUC 3xx: This course is designed for students who plan on teaching at the elementary school level. Emphasis will be placed on the development of research based instructional strategies for the sciences with the focus on the learner. Preparation, planning, classroom environment, instruction and professional responsibilities will be addressed. *This course requires mandatory clinical practice hours (number TBD) that, when combined with other identified clinical practice courses, will contribute to the requisite total of 175 during the first semester of the full year of clinical practice.* | 4 |
| *14.* |  Literacy Across the Elementary CurriculumCP3 | EDUC 3xx: This course is designed to deepen knowledge of the theory and practice of using reading and writing to teach the content areas in elementary schools. The course seamlessly integrates fieldwork with theory. Students will have the unique opportunity to apply what they have learned in class by working with elementary school students during part of the regular class meeting time. All lesson plans will be aligned with current curriculum standards. The course will also discuss theory and instructional strategies. This combination of classroom and fieldwork experience will expand and enhance students’ professional growth. *This course requires mandatory clinical practice hours (number TBD) that, when combined with other identified clinical practice courses, will contribute to the requisite total of 175 during the first semester of the full year of clinical practice.* | 4 |
| *15.* | Elementary Clinical Practice Capstone | EDUC 4xx: Clinical Practice takes place during the final semester of the Elementary Education major. Students are placed in partner schools and assume all responsibilities of teaching from the beginning to end of the semester. *This course requires a minimum of 525 clinical practice hours.* | 12 |

* 1. **Course sequencing**

Course sequencing is detailed in the matrices that follow (See Tables 5 and 6).

Table 5. Recommended Four-Year Plan

|  |
| --- |
| **Elementary Education Major Course Sequencing:** Recommended Four-Year PlanBased on current Gen Ed Requirements. **Will be updated.****NOTE:** This recommended Four-Year Plan is applicable to students admitted into the major during the 2017-18 academic year. |
| **First Year\*** |
| **Fall Semester** | **HRS** | **🗸** | **Spring Semester** | **HRS** | **🗸** |
| Gen. Ed.: INTD 101 FYS—First Year Seminar (Education Track) | 4 |  | Gen. Ed./Cert: MATH 108: Elementary Probability and Statistics | 4 |  |
| Gen. Ed./School Core: SOSC 101—Social Issues  | 4 |  | Gen. Ed: AIID 201—Readings in Humanities | 4 |  |
| Gen. Ed: CRWT 102—Critical Reading and Writing II | 4 |  | School Core: SOSC 235—History of Social Thought | 4 |  |
| Cert.: PSYC 101—Introduction to Psychology | 4 |  | Gen. Ed./Cert.: Topics Social Science PSYC 215—Learning, Cognition, & Teaching | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

|  |  |  |
| --- | --- | --- |
| **Summer Session** | **HRS** | **🗸** |
| Major: EDUC 241—Instructional Technology | 4 |  |

|  |
| --- |
| **Second Year\*\*** |
| **Fall Semester** | **HRS** | **🗸** | **Spring Semester** | **HRS** | **🗸** |
| Gen. Ed.: Topics in Arts and Humanities (New Course? ARTS XXX: Arts & the Elementary Curriculum. CA?) | 4 |  | PSYC 347: Adolescent Psychology | 4 |  |
| Gen. Ed./Major: Intercultural North America: EDUC 221—Social Context of Education | 4 |  | Gen. Ed./Major: Topics Social Science EDUC 211—Student Literacy CorpsCE1 (Urban) | 4 |  |
| Gen. Ed.: International Issues: ENST 209—World Sustainability | 4 |  | Major: Choose One from Theories of Language and Pedagogy: LITR 302, or LITR 304, or LITR 306 | 4 |  |
| Gen. Ed./Cert: Science with ExperientialBIOL 101—Introduction to Biology | 4 |  | Content Elective: See List on page 30 | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

|  |
| --- |
| **Third Year** |
| **Fall Semester** | **HRS** | **🗸** | **Spring Semester** | **HRS** | **🗸** |
| Content Elective : See list on page 30 | 4 |  |  Major: EDUC 360—Introduction to Special EducationCE3 (Special Education\*\*\*) | 4 |  |
| Major: EDUC 222—Teaching: Principles and PracticesCE2 | 4 |  | Major: (New Course MATH 2XX Mathematics for Elementary Educators TAS) | 4 |  |
| Gen. Ed: History: (New course at a later date? HIST XXX—Social Studies Content Course.) | 4 |  | Major: (New Course—SCIN? 2xx Science for Elementary Educators. TAS) | 4 |  |
| Major: Choose One from Young Readers and Literary Forms: LITR 279, or LITR 308, or LITR 290 (permission needed) | 4 |  | Major: EDUC 346—Literacy: Theory & PracticeCE4 | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

|  |
| --- |
| **Fourth Year\*\*\*\*\*** |
| **Fall Semester** | **HRS** | **🗸** | **Spring Semester** | **HRS** | **🗸** |
| Major: EDUC 3XX Methods of Teaching Elementary MathematicsCP1\*\*\*\* | 4 |  | Major: EDUC 4XX: Elementary Clinical Practice Capstone | 12 |  |
| Major: EDUC 3XX Methods of Teaching Elementary ScienceCP2\*\*\*\* | 4 |  |  |  |  |
| Major: (New Course EDUC 3XX: Literacy Across the Elementary Curriculum) CP3\*\*\*\* | 4 |  |  |  |  |
|  Major: EDUC 344—Methods of Teaching Elementary LA/SS/Art CP4\*\*\*\* | 4 |  |  |  |  |
| **Total:** | 16 |  | **Total:** | 12 |  |

**Total Credits Required:** 128 credits

**GPA Required:** 3.0

**The following courses are embedded in the 4 year plan above.**

**They are listed here merely to indicate availability as summer course options based on historical offerings.**

**Eligible students may choose to take 20 credits in one of the first six semesters to avoid summer courses.**

|  |  |  |
| --- | --- | --- |
| **Summer Session Course Options** | **HRS** | **🗸** |
| EDUC 221—Social Context of Education | 4 |  |
| EDUC 241—Instructional Technology | 4 |  |
| PSYC 101—Introduction to Psychology | 4 |  |
| PSYC 215—Learning, Cognition & Teaching | 4 |  |
| PSYC 347—Adolescent Psychology | 4 |  |

Writing Intensive (WI) requirements will be met through: CRWT 102, AIID 201, FYS, and PSYC 347.

\*Ideally, students should be fully admitted into the program by the end of their first year at Ramapo. Transfer students should be admitted by preregistration date of their first semester on campus. Students should be directed early to the TE program for admissions requirements.

\*\*Students must be fully admitted into TE program before registering for EDUC 222.

EDUC 211 will require a clinical experience (CE1) of 20 hours in an urban setting. EDUC 222 will require a clinical experience (CE2) of 20 hours. EDUC 360 will require a clinical experience (CE3) of 30 hours in a clinical setting. The urban and special education clinical experiences are required by the State of New Jersey for recommendation to certification. It is recommended to not take EDUC 211 in the same semester as EDUC 222, as drive time to/from the clinical placement may create scheduling issues with other courses. EDUC 222 is a prerequisite to EDUC 360. State regulations will require a minimum of 50 clinical experience hours prior to the completion of clinical practice hours (see below).

\*\*\*New regulations will require students to have either 6 credits of Special Education, or the equivalent, to be eligible for certification upon completion of the TE Program (and, hence, for the Elementary Education Major). Ramapo College will fulfill this requirement by continuing to require EDUC 360, a 4 credit course, and will fulfill the remaining 2 credit equivalent by requiring students complete a minimum of 30 hours of fieldwork while enrolled in the course. These hours will satisfy the requirement of both the mandated Special Education fieldwork experience and the 2 credit equivalent associated with the 4 credit course.

\*\*\*\*Only offered fall semester.

\*\*\*\*\*State mandates, as of Fall 2018, will require one full year of Clinical Practice (CP) on a Fall-Spring model. In the first semester, students must complete 175 hours of clinical practice requirements; in the spring they must complete 525 hours of clinical practice (current Student Teaching semester). CP 1, 2, 3, and 4 will have a specific number of hours, to be identified at a later date, required in local K-12 schools.

This major has enough space built-in that students **could elect to complete a middle school endorsement within the 4 years to graduation and certification.** Students need only 15 credits in a particular content area (language arts, science, social studies, or math), PSCY 347 (Adolescent Psychology), 2 on-campus non-credit seminars, and passage of the appropriate middle school content Praxis examination to earn a middle school endorsement.

Required courses for Elementary Education Major that will be used for Middle School Endorsements; and suggested courses for additional courses to meet minimum credit requirements for Middle School Endorsements:

Language Arts: Required: LITR 302, 304 or 306 **AND** LITR 279, 308 OR 290\*

Suggested: LITR 201 or LITR 203 (choose one), and LITR 244

Science: Required: BIOL 101 and New Science content course SCIN? 2xx

Suggested (choose any two): ENSC 103, PHYS 103, GEOL 105

Math: Required: MATH 108 and New Math content course, MATH 2xx

Suggested (2 needed): MATH 104 , MATH 106

Social Studies: Required: HIST Gen Ed., SOSC 101 and 235,

plus one additional social studies course (AMST, ANTH, ECON, GEOG, HIST, INST, POLI, and SOCI courses could be used for this added endorsement)

This would make them richer in a particular content area and would give them the added marketability of having a middle school endorsement, which may also benefit them if they were to secure a position in a district with a departmentalized upper elementary program.

If students take any required courses during the summer, spaces during the academic year could be filled in with courses toward the completion of a minor. Students should check with their advisor on this possibility and plan accordingly.

New courses to be developed are highlighted. Course descriptions will be part of the proposal to ARC.

**\*Permission of Assistant Dean and Literature Convener required, semester-by-semester basis.**

Table 6. Four-Year Schedule, Two-Year Plan

|  |
| --- |
| **Elementary Education Major Course Sequencing:** Four-Year Schedule, Two-Year PlanBased on current Gen Ed Requirements. **Will be updated.****NOTE:** This recommended Four-Year Plan is applicable to students admitted into the major during the 2017-18 academic year. |
| **First and Second Years** |
| The following are courses required to complete General Education, School Core, Certification and/or Major requirements and can be taken any semester they are offered in the first two years of study at Ramapo. The final two years for the Elementary Education major at Ramapo will be structured as indicated below.  |
| General Education | INTD 101: First Year Seminar (possibly develop an EDUC-focused seminar?) |
| General Education | Intercultural North America: EDUC 221: Social Context of Education |
| General Education | AIID 201: Readings in the Humanities |
| General Education | CRWT 102: Critical Reading and Writing |
| General Education/Certification: | MATH 108: Elementary Probability and Statistics |
| General Education/Certification: | Topics in Arts and Humanities (COMM 222 or possible new course: ART XXX: Art & Elementary Curriculum, taught by CA?, would replace COMM 222) |
| General Education/Certification: | Science with Experiential: BIOL 101: Introduction to Biology |
| General Education/School Core: | International Issues/Sustainability: ENST 209: World Sustainability |
| General Education/School Core/Cert.: | SOSC 101: Social Issues (or possibly a new Social Issues/Justice in Education course) |
| School Core: | SOSC 235:History of Social Thought |
| Major: | EDUC 211:Student Literacy CorpsCE1 (Urban) |
| Major: | EDUC 241:Instructional Technology |
| Major: | LITR Category: Theories of Language and Pedagogy (LITR 302, 304, or 306) |
| Certification: | PSYC 101: Introduction to Psychology |
| Certification: | PSYC 215: Learning, Cognition and Teaching |
| Content Elective (MS endorsement): | See Page 33 |
| Middle School Endorsement (optional): | PSYC 347: Adolescent Psychology |
| General Education Only Credits: 16 Certification Only Credits: 8General Education/Certification Credits: 12 Middle School Endorsement Credits: 8General Education/School Core Credits: 4General Education/SC/Certification Credits: 4School Core Credits: 4Major Credits: 12 |

|  |
| --- |
| **Third Year** |
| **Fall Semester** | **HRS** | **🗸** | **Spring Semester** | **HRS** | **🗸** |
| Content Elective: See List on Page 33 | 4 |  | Major: EDUC 360—Introduction to Special EducationCE3 (Special Education) | 4 |  |
| Major: EDUC 222—Teaching: Principles and PracticesCE2 | 4 |  | Major: (New Course MATH 2XX Mathematics for Elementary Educators TAS) | 4 |  |
|  Gen. Ed: History: (New Course at a later date? HIST XXX—Social Studies Content Course) | 4 |  | Major: (New Course— SCIN? 2xx Science for Elementary Educators TAS) | 4 |  |
| Major: Choose One from Young Readers and Literary Forms: LITR 279, or LITR 308, or LITR 290 (permission needed) | 4 |  | Major: Major: EDUC 346—Literacy: Theory & PracticeCE4 | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

|  |  |  |
| --- | --- | --- |
| **Summer Session** | **HRS** | **🗸** |
| PSYC 347—Adolescent Psychology | 4 |  |

|  |
| --- |
| **Fourth Year\*\*\*\*** |
| **Fall Semester** | **HRS** | **🗸** | **Spring Semester** | **HRS** | **🗸** |
| Major: EDUC XXX Methods of Teaching Elementary MathematicsCP1 | 4 |  | Major: EDUC 4XX: Elementary Clinical Practice Capstone  | 12 |  |
| Major: EDUC XXX Methods of Teaching Elementary ScienceCP2 | 4 |  |  |  |  |
| Major: (New Course EDUC 3XX: Literacy Across the Elementary Curriculum) CP3\*\*\*\* | 4 |  |  |  |  |
|  Major: EDUC 344—Methods of Teaching Elementary LA/SS/Art CP4 | 4 |  |  |  |  |
| **Total:** | 16 |  | **Total:** | 12 |  |

**Total Credits Required:** 128 credits

**GPA Required:** 3.0

|  |  |  |
| --- | --- | --- |
| **Summer Session Courses** | **HRS** | **🗸** |
| EDUC 221—Social Context of Education | 4 |  |
| EDUC 241—Instructional Technology  | 4 |  |
| PSYC 101—Introduction to Psychology | 4 |  |
| PSYC 215—Learning, Cognition & Teaching | 4 |  |
| PSYC 237—Adolescent Psychology | 4 |  |

Writing Intensive (WI) requirements will be met through: CRWT 102, AIID 201, FYS, and PSYC 347.

\*Ideally, students should be fully admitted into the program by the end of their first year at Ramapo. Transfer students should be admitted by preregistration date of their first semester on campus. Students should be directed early to the TE program for admissions requirements.

\*\*Students must be fully admitted into TE program before registering for EDUC 222.

EDUC 211 will require a clinical experience (CE1) of 20 hours in an urban setting. EDUC 222 will require a clinical experience (CE2) of 20 hours. EDUC 360 will require a clinical experience (CE3) of 30 hours in a clinical setting. The urban and special education clinical experiences are required by the State of New Jersey for recommendation to certification. It is recommended to not take EDUC 211 in the same semester as EDUC 222, as drive time to/from the clinical placement may create scheduling issues with other courses. EDUC 222 is a prerequisite to EDUC 360. State regulations will require a minimum of 50 clinical experience hours prior to the completion of clinical practice hours (see below).

\*\*\*New regulations will require students to have either 6 credits of Special Education, or the equivalent, to be eligible for certification upon completion of the TE Program (and, hence, for the Elementary Education Major). Ramapo College will fulfill this requirement by continuing to require EDUC 360, a 4 credit course, and will fulfill the remaining 2 credit equivalent by requiring students complete a minimum of 30 hours of fieldwork while enrolled in the course. These hours will satisfy the requirement of both the mandated Special Education fieldwork experience and the 2 credit equivalent associated with the 4 credit course.

\*\*\*\*Only offered fall semester.

\*\*\*\*\*State mandates, as of Fall 2018, will require one full year of Clinical Practice (CP) on a Fall-Spring model. In the first semester, students must complete 175 hours of clinical practice requirements; in the spring they must complete 525 hours of clinical practice (current Student Teaching semester). CP 1, 2, 3, and 4 will have a specific number of hours, to be identified at a later date, required in local K-12 schools.

This major has enough space built-in that students **could elect to complete a middle school endorsement within the 4 years to graduation and certification.** Students need only 15 credits in a particular content area (language arts, science, social studies, or math), PSCY 347 (Adolescent Psychology), 2 on-campus non-credit seminars, and passage of the appropriate middle school content Praxis examination to earn a middle school endorsement.

Required courses for Elementary Education Major that will be used for Middle School Endorsements; and suggested courses for additional courses to meet minimum credit requirements for Middle School Endorsements:

Language Arts: Required: LITR 302, 304 or 306 **AND** LITR 279, 308 OR 290\*

Suggested: LITR 201 or LITR 203 (choose one), and LITR 244

Science: Required: BIOL 101 and New Science content course SCIN? 2xx

Suggested (choose any two): ENSC 103, PHYS 103, GEOL 105

Math: Required: MATH 108 and New Math content course, MATH 2xx

Suggested (2 needed): MATH 104 , MATH 106

Social Studies: Required: HIST Gen Ed., SOSC 101 and 235,

plus one additional social studies course (AMST, ANTH, ECON, GEOG, HIST, INST, POLI, and SOCI courses could be used for this added endorsement)

This would make them richer in a particular content area and would give them the added marketability of having a middle school endorsement, which may also benefit them if they were to secure a position in a district with a departmentalized upper elementary program.

If students take any required courses during the summer, spaces during the academic year could be filled in with courses toward the completion of a minor. Students should check with their advisor on this possibility and plan accordingly.

New courses to be developed are highlighted. Course descriptions will be part of the proposal to ARC.

**\*Permission of Assistant Dean of Teacher Education AND Literature Convener required, semester-by-semester basis.**

* 1. **Distinction between required and elective courses**

There are no elective courses in the Elementary Education Major. This is necessary to ensure that students complete all college, school, certification, and state requirements within a 4-year period and according to new state mandates. However, the Elementary Education major has space built in so that students could elect to complete a middle school endorsement within the 4 years to graduation and certification. Students need 15 credits in a particular content area (language arts, science, social studies or math), a course in adolescent psychology, 2 on campus non-credit seminars, and passage of the appropriate middle school content Praxis examination to earn middle school endorsement. The distinctions between required and elective courses are detailed in the matrix that follows (See Table 7).

Table 7.

|  |
| --- |
| Distinction between required and elective courses |
|  | *Required Courses* *(Listed in Degree Requirements)* | *Elective Courses for Middle School Endorsement* |
| *1.* | EDUC 211CE1 (Urban) |  |
| *2.*  | EDUC 221 |  |
| *3.*  | EDUC 222CE2 |  |
| *4.*  | EDUC 241 |  |
| *5.*  | EDUC 344CP4 |  |
| *6.* | EDUC 346CE4 |  |
| *7.* | EDUC 360CE3 (Special Education) |  |
| *8.*  | Choose ONE from Theories of Language and Pedagogy: LITR 302, 304 or 306 |  |
| *9.* | Choose ONE from Young Readers and Literary Forms: LITR 279, 308 or 290\* |  |
| *10.* | MATH 2xx: Mathematics for Elementary Educators |  |
| *11.*  | SCIN? 2xx: Science for Elementary Educators |  |
| *12.*  | EDUC 3xx: Methods of Teaching Elementary MathematicsCP1 |  |
| *13.*  | EDUC 3xx: Methods in Teaching Elementary ScienceCP2 |  |
| *14.* | EDUC 3xx: Literacy Across the Elementary CurriculumCP3 |  |
| *15.* | EDUC 4xx: Elementary Clinical Practice Capstone |  |
| *16.* |  | PSYC 347: Adolescent Psychology |
| *17.* |  | Language Arts: LITR 302, 304 or 306; **AND** LITR 279, 308 or 290\*plus either LITR 201 or LITR 203, and LITR 244 |
| *18.* |  | Science: BIOL 101 and XXXX xxx (The Elementary Curriculum: Science), plus 2 of either ENSC 103, PHYS 103 or GEOL 105 |
| *19.* |  | Math: MATH 108 and MATH xxx (The Elementary Curriculum: Math), plus 2 additional MATH courses (MATH 104 and 106 are recommended) |
| *20.* |  | Social Studies: HIST Gen Ed., SOSC 101, SOSC 235, plus one additional Social Studies course from either AMST, ANTH, ECON, GEOG, HIST, INST, POLI, or SOCI |

**\*Permission of Assistant Dean of Teacher Education AND Literature Convener required, semester-by-semester basis.**

Current students seeking certification as elementary school teachers complete a major of their choosing in addition to the Teacher Education program in K-6 (Elementary) Education. Please see Table 8 for a side-by-side comparison of current requirements as compared to new major requirements for elementary education certification.

Table 8.

|  |
| --- |
| Side by side comparison: Certification and Major |
| *EDUC Courses* | *Required for Current K-6 Certification* | *Required in Elementary Education Major* | *Credits* |
| EDUC 205: Contemplative Practices in Education | No | No | 4 Not Applicable to Major |
| EDUC 211: Student Literacy CorpsCE1 (Urban) | Yes; may be taken in lieu of EDUC 221 | Yes | 4 |
| EDUC 221: Social Context of Education | Yes; may be taken in lieu of EDUC 211 | Yes | 4 |
| EDUC 222: Teaching: Principles and PracticesCE2 | Yes | Yes | 4 |
| EDUC 241: Instructional Technology | Yes | Yes | 4 |
| EDUC 344: Methods of Teaching Elementary LA/SS/ArtCP4 | Yes | Yes | 4 |
| EDUC 345: Methods of Teaching Elementary Math/Science | Yes | No | 4 Not applicable to Major |
| EDUC 346: Literacy Theory and PracticeCE4 | Yes | Yes | 4 |
| EDUC 360: Introduction to Special EducationCE3 (Special Education) | Yes | Yes | 4 |
| EDUC 491: Student Teaching Seminar | Yes | No | 12 Not Applicable to Major |
|  |  | *Total EDUC Required/Major* | ***28*** |
| EDUC 3XX: Methods of Teaching Elementary MathematicsCP1 | No | Yes (new course) | 4 |
| EDUC 3XX: Methods of Teaching Elementary ScienceCP2 | No | Yes (new course) | 4 |
| EDUC 3XX: Literacy Across the Elementary CurriculumCP3 | No | Yes (new course) | 4 |
| EDUC 4XX: Elementary Clinical Practice Capstone | No | Yes (Number and title change from EDUC 491 to reflect state language for certification) | 12 |
|  |  | *Total New EDUC Req/Major* | ***24*** |
| **Other Courses (Non EDUC) Required for New El. Ed. Major** |  |  |  |
| EITHER:LITR 302: Grammar Theory and Pedagogy ORLITR 304: History of the English Language ORLITR 306: Literature: Theory and Criticism | No | Yes | 4 |
| EITHERLITR 279: The Graphic Narrative ORLITR 308: Children’s and Young Adult Literature ORLITR 290: Topics1 | No | Yes | 4 |
| New Math Content Course:MATH 2xx Mathematics for Elementary Educators | No | Yes | 4 |
| New Science Content Course SCIN? Xxx Science for Elementary Educators | No | Yes | 4 |
|  |  | *Total Non-EDUC Req./Major* | ***16*** |
|  |  | **Total Required in Major** | **68**  |
|  |  | Double counts: Gen Ed/Major | 8 |
|  |  | **Major credits minus Gen Ed/Major Double counts** | **60** |
|  |  | Double counts: Gen Ed/Cert | 12 |
| \*8 Credits of Current Gen Eds that would also count for 12 credits of Current Gen Eds would also count forthe Elementary Education Major: Teacher Cert., though not for the El. Ed. MajorEDUC 211 Topics: Social Science MATH 08 MathematicsEDUC 221 Intercultural North America BIOL 101 Science w/ Experiential PSYC 215 Topics: Social Science |

1 **Permission of Assistant Dean of Teacher Education AND Literature Convener required, semester-by-semester basis.**

* 1. **Number of credits for the entire program, including general education (undergraduate program only)**

The number of credits for the Elementary Education major (including general education courses) is 68 credits, 4 credits of which will count toward fulfilling General Education requirements.

1. **Consultant’s CV (for state review only; majors and graduate programs only)**

The Consultant’s CV will follow. We are currently reviewing candidates according to the Academic Issues Committee manual as per the Vice-Provost’s instructions.