

KOWAN COLLEGE
CURRICULUM COMMITTEE

9803
984

PROPOSAL TITLE: Co-Teach Teacher Certification Program

UNDERGRADUATE GRADUATE CREDIT HOURS

SPONSOR(S): Co-Teach Program Committee

DEPARTMENT & TELEPHONE# Interdisciplinary / 4750

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

<p>STEP #1 (DEPARTMENT)</p> <p><input checked="" type="checkbox"/> APPROVED/DATE: <u>[Signature]</u> DEPT. CURRICULUM CHR.</p> <p><input type="checkbox"/> NOT APPROVED/DATE: <u>[Signature]</u> DEPT. CURRICULUM CHR.</p> <p><input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/6/97</u></p> <p><u>[Signature]</u> DEPT. CHR.</p>	<p>STEP #2 (RECEIPT)</p> <p>SCC# <u>96-97-113</u></p> <p>DATE RECEIVED: <u>3-12-97</u></p> <p><u>[Signature]</u> SENATE CURRICULUM CHR.</p>	<p>STEP #3 (SCHOOL)</p> <p>REVIEWED DATE: <u>3-12-97</u></p> <p><input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE</p> <p>FORWARD FOR OPEN HEARING</p> <p><input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS</p> <p>COMMENTS:</p> <p><u>[Signature]</u> SCHOOL COMMITTEE CHR.</p>
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STEP #4 (ACADEMIC DEAN) COMMENTS:

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL: [Signature]

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING: 10/22

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE): 10-22-97

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

** Co-teach sponsors must report on possibility of expanding majors beyond liberal studies to Curriculum Committee no later than year 4 of the program.*

STEP #6 (SENATE)

DATE PRESENTED TO SENATE: 1-27-98

APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE): 1-25-97

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE: [Signature]

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED: _____

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

10/7/97
2/2/98 AA/CL Comm
Bo.

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST C. M. O'Brien

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 11/17/98

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR Robert A. Kulot 11/24/98

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Transmittal 1/11/99

Rowan College

School of Education

Curriculum Proposal

for a

New Teacher Certification Program

Co-Teach

New Program Proposal

1. Abstract

The “Co-Teach” program is a proposal for a new teacher certification program. The proposal is sponsored by an interdisciplinary team of faculty, including:

Janet Moss	Elementary/Early Childhood Education
Cindi Hasit	Reading
Margaret Tannenbaum	Secondary Education/Foundations
S. Jay Kuder	Special Educational Services/Instruction
Sharon Davis Bianco	Special Educational Services/Instruction
Dianne Ashton	Philosophy and Religion

The team was aided by Christy Faison, associate Dean of the School of Education. Carol Sharp and Nick Di Obilda worked with the committee during part of its deliberations.

The Co-Teach program was developed to meet the rapidly changing needs of education in the state and the region and to address the need to transform teacher preparation at Rowan. Specifically, the program is designed to prepare entry-level teachers for the challenges of teaching in the 21st century. Among these challenges are:

- teaching children with diverse learning abilities
- teaching children from a variety of cultural and socioeconomic backgrounds
- effectively using instructional technology

- learning to collaborate with others
- becoming independent learners

The Co-Teach program is highly innovative in its structure and delivery. Students will be part of a *learning community cohort* that will continue throughout their *five years* of study. During their first four years they will complete the college's general education requirements, *Liberal Studies major*, and a new major in *Collaborative Education*. They will be eligible for graduation with a bachelor's degree in both their Liberal Studies field and in Collaborative Education at the end of their fourth year. Upon successful completion of the first four years of study and the PRAXIS II examination, students will matriculate in a new *Collaborative Teaching* track of the Master's of Science in Teaching (M.S.T.) program. During their fifth year they will participate in extensive field experiences while continuing their study of teaching at the *graduate* level. At the end of their program, students will have completed the requirements for the B.A. degree programs in Collaborative Education and in Liberal Studies as well as the M.S.T. degree and they will have met the State certification requirements for at least two instructional areas- Elementary/Early Childhood Education and Teacher of the Handicapped. Students will have the option of also qualifying for Reading certification.

The **Co-Teach program** will utilize faculty from the departments represented by the members of the development team. The program will

be managed by a program coordinator from one of the participating departments from the School of Education in collaboration with the appropriate Department chairs from the School of Education. The coordinator will be assisted by an interdisciplinary program committee including faculty from the School of Education and faculty from the School of Liberal Arts and Sciences.

The curriculum of the program has been designed so that students will be eligible for certification in New Jersey in Elementary/early Childhood Education and in Teacher of the Handicapped. In addition, by taking optional summer classes, students can also qualify for certification in Reading. The program team would like to recruit students to begin the program in the Fall, 1998 semester. We anticipate beginning with a group of approximately 30 students.

The program committee believes that the Co-Teach certification program meets the requirements for an elementary education teacher preparation program as established by the New Jersey Department of Education- including a major in a liberal arts field and total study in the liberal arts that meets the 96 hours called for in the code. The program committee also believes that the Co-Teach program meets and exceeds the requirements of the New Jersey Department of Education for certification as a "Teacher of the Handicapped." We will submit the Co-Teach program for review by the New Jersey Department of Education in order to

determine whether the program meets certification requirements. The Co-Teach program will not be implemented until approval from the New Jersey Department of Education is received.

The **Collaborative Education major** includes eight new courses and two existing courses. The major is designed to enable all students to develop a foundation in education that will prepare them for the intensive field experiences of year five of the Co-Teach program. All of the courses in the program have been designed to be taught *collaboratively*. This is a unique feature of the major, but an essential one to achieve the major goal of the program- to prepare teachers for collaborative instruction roles in the schools.

It is anticipated that implementation of the Co-Teach program and the B.A. major in Collaborative Education will not require the hiring of additional faculty in the first two years. However, we anticipate that there will be the need for one additional faculty member in the School of Education in year 4 of the program and two additional faculty in year 5 to staff the courses in the M.S.T. program, for a total of three (3) additional Education faculty. These faculty could come from reassignment of existing faculty and/or from new hiring (see Table 3).

The School of Liberal Arts and Sciences has indicated that they should be able to provide the necessary courses in the Liberal Studies- American Studies program (Introduction to American Studies) during the

the program, but will need a 3/4 time faculty position in Year III of program implementation and an additional full time position in Year IV in order to provide the courses needed within the American Studies major.

2. Details

a. Title of the Proposal

1. "Co-Teach" certification program

b. Sponsor

The Co-Teach program committee:

Janet Moss	Elementary/Early Childhood Education
Cindi Hasit	Reading
Margaret Tannenbaum	Secondary Education/Foundations
S. Jay Kuder	Special Educational Services/Instruction
Sharon Davis Bianco	Special Educational Services/Instruction
Dianne Ashton	Philosophy/Religion

c. Scope and size of the Program

The Co-Teach program is a *five-year* program. All students will major in Collaborative Education (new major) and in Liberal Studies-American Studies track. In the fifth year of the program, students will matriculate in the M.S.T. program (new track in Collaborative Teaching) in order to complete the required field experiences and to continue their study of education at the graduate level.

The Co-Teach program committee anticipates beginning with a group of approximately 30 students in the Fall, 1998 semester. Additional groups of 30 students will be added in subsequent years. In the beginning, the program will be open only to native Rowan students.

However, the program committee will consider including transfer students in the future. In order to accommodate these students, the current certification programs in Elementary/Early Childhood Education and Teacher of the Handicapped will be reduced in size.

d. Need for Program

The Co-Teach program has been developed in response to the demands of the educational community, including prospective employers. Superintendents of school systems have told us that they are seeking new teachers who have the flexibility to teach in a variety of areas- not only the regular education classroom, but remedial, supplementary, and special education classes as well. The Co-Teach program has been designed with this need in mind. Additionally, many superintendents have reported a preference for hiring graduates of teacher education programs that prepare teacher candidates for dual certification in Elementary/Early Childhood Education and Teacher of the Handicapped. As the movement toward the inclusion of children with special needs (including students with reading difficulties) in regular education classes increases, we anticipate a growing demand for teachers who hold multiple certificates. This observation is supported by a survey of superintendents (attached), by members of the School of Education advisory committee (see attached letter), by the Coordinating Superintendent for southern New Jersey (Dr. John Sherry- letter attached); and by the New Jersey Board of Education (letter attached).

Numerous studies have found that teachers, both regular education and special education, feel unprepared to teach in these Collaborative classrooms (e.g. Bender, Vail, & Scott, 1995; Blair, 1983). Regular education teachers frequently report that they lack knowledge about children with disabilities and how to modify instruction for such students. Special education professionals report that they lack the skills in collaborative teaching that are required in Collaborative classrooms. In a recent study of 62 in-service teachers from southern New Jersey, De Luca (1996) found that 70% of regular education teachers did not believe that they had

received sufficient preparation to teach children with special needs. Over 90% of the respondents approved of training in both regular and special education for all teachers.

We believe that there will be a significant student demand for this program. Our discussions with students have indicated that many would welcome the opportunity to qualify for multiple teaching certificates in a five year program. Furthermore, we do not believe that the length of the program will deter students from pursuing the program. Analyses conducted by the office of the Dean of the School of Education have indicated that a significant number of students already take five or more years to complete their teacher certification program. Surveys recently conducted in senior-level classes for Elementary Education majors indicate that students were strongly supportive of a dual certification program. Of 156 students who responded, 127 (81%) said that, if they had had the opportunity to matriculate in a five-year, multiple certification program at the beginning of their college career, they would have done so. In addition, the School of Education Advisory committee- consisting of school superintendents and in-service teachers- has endorsed the concept of a multiple certification preparation program (see attached letter).

The only program similar to the Co-Teach program in this region is at La Salle University in Philadelphia. Students at La Salle can qualify for certification in both Elementary and Special Education within four years. However, unlike the Co-Teach program, students do not complete a Liberal Arts major and do not pursue a graduate degree. At this time, the La Salle program is at capacity. If the Co-Teach program is approved, we believe that it it would be the first of its kind in New Jersey.

The program committee has studied exemplary dual-certification and five-year programs at a number of other institutions, including Syracuse University, Providence College, the University of Virginia, and the University of Florida (see appendix). We have included elements from these programs where appropriate.

The new major in Collaborative Education is an essential component of the Co-Teach program. The major is designed to provide students with the conceptual framework in education that will prepare them to be effective beginning teachers. Courses in the program are designed to stress the common research base and similarities in teaching students of all ages and with a range of abilities, including students with special needs.

The major is highly innovative in structure. Students will be part of a learning community assisted by faculty mentors. Courses in the program are interdisciplinary and will be collaboratively taught. There will be a great deal of emphasis on students working as independent gatherers of knowledge using newer information technologies.

e. Requirements for admission and graduation

Students who are interested in the Co-Teach program will have to meet the same requirements for admission as other students in the School of Education. In addition, they will complete an application for the program and participate in an interview with program faculty.

Like other students in teacher certification programs, students in the Co-Teach program will have to maintain a minimum overall grade point average of 2.5 throughout their program. At the end of their fourth year of study they will need to meet the requirements for entry into the M.S.T. certification program, including achievement of at qualifying score on the PRAXIS II test, and completion of the major in Collaborative Education with an overall grade point average of at least 3.0. As is the case with other teacher certification programs, only courses in which the student achieves a C- or better will be counted toward graduation and certification. In order to enter Clinical Internship I, students will need to achieve a minimum grade point average in their teacher education courses of 3.0.

f. Suggested time and scale

If approved, the program committee would like to implement the program beginning in the Fall, 1998 semester. The committee anticipates admitting approximately 30 students to the program in the first year, with additional cohorts of 30 students in succeeding years.

g. Resource requirements

Library holdings in the areas of teacher education included in this program are already adequate. However, the holdings could be enhanced by the addition of journals and books on the following topics:

- learning communities
- collaborative teaching
- literacy
- collaborative education
- technology in education
- multicultural education

The committee anticipates no need for additional space.

Since the School of Education already houses the Schaub Resource Rooms, print holdings and computing resources are adequate. However, we anticipate the need for an additional \$2,500 for software to stay current with changing education techniques and to enhance holdings in the area of collaborative education.

h. Staffing

The program committee does not anticipate the need for additional full time faculty in the first two years of the program as long as the anticipated scope of implementation is maintained. We believe that faculty can be reassigned because there will be small reductions in the existing certification programs in Elementary/Early Childhood Education and Teacher of the Handicapped (see Table 3 for details).

In order to compensate faculty for the extra preparation and time

required for teaching collaboratively, we propose to assign one additional load hour to each course. In other words, three faculty load hours will be assigned for a two credit course, four load hours for a three credit course, etc. Faculty who collaboratively teach the course will agree on how the load hours will be assigned. They may be divided evenly or apportioned according to the amount of responsibility assumed by each faculty member. We anticipate that faculty will be reassigned to the Co-Teach program. In Year 1, 9 semester hours will need to be reassigned. In Year 2, 24 hours will be reassigned. No more than 24 hours should be needed in subsequent years. Most of the reassigned time can be achieved through reductions in the number of sections needed for existing courses (see table 3).

We anticipate that additional faculty positions will be required in subsequent years in order to staff the expanded M.S.T. program. We anticipate the need for one additional position in year 4 and two more in year 5. These additional staff could be reassigned from existing programs or be new hires (See Tables 2 and 3- Appendix). If new positions are needed, the positions will be assigned to departments based on the impact of the Co-Teach program on that department.

The School of Liberal Arts and Sciences has indicated that in order to implement the American studies portion of the Co-Teach program, in Year I and II one additional section of the Introduction to American Studies will be needed. Liberal Arts and Sciences will fund these courses through reallocation. Beginning in Year III, however, the School of Liberal Arts and Sciences will need an additional 3/4 recurring faculty position. In Year IV a tenure track position will be needed. These requirements will be reviewed annually in light of admissions to the program. That is, if admissions to the Co-Teach program reduce the demand for coordinate majors in selected areas, it may be possible to meet part of the additional staffing needs through reallocation. Conversely, if admissions to the program increase, there may be a need for additional staffing.

3. Rationale

We believe that the Co-Teach program is consistent with the long-standing mission of Rowan College to prepare professionals to meet the needs of the larger community. As a professional preparation program that combines a study in general education and a liberal arts major with teacher preparation, we believe that the program is clearly within the mission of Rowan.

In addition, the program is consistent with the Rowan "Vision" statement. That statement emphasizes the need to develop learning communities and civic responsibility and the need to prepare students for life in a technological society. The Co-Teach program is designed to address these needs. Moreover, the "Vision" statement contains references to the need to develop five year professional programs that combine undergraduate and graduate study (p. 19).

The Co-Teach program is also consistent with the mission of the School of Education to develop education professionals with a strong background in the liberal arts.

4. Essence of the program

a. Major Goals of the Program

The "Co-Teach" program is designed to prepare entry-level teachers for the challenges of teaching in the 21st century. These challenges include:

- teaching children with diverse learning abilities
- teaching children from a variety of cultural and socioeconomic backgrounds
- effectively using instructional technology
- learning to collaborate with other education professionals

- learning to contribute to the community in which they work
- integration of classroom-based research into instruction

These represent the major goals of the program and the major.

b. Specific objectives of the Program

The objectives of the Co-Teach program are that students will:

1. demonstrate the ability to apply principles of effective instruction utilizing a variety of models of teaching;
2. demonstrate the ability to apply effective instructional practices for the development of literacy skills in all students;
3. demonstrate the ability to plan and modify instruction for children with diverse learning abilities;
4. demonstrate the ability to plan and modify instruction for children from a variety of cultural and socioeconomic backgrounds;
5. demonstrate the ability to effectively use technology to enhance the instruction of all students;
6. demonstrate the ability to collaborate with other education professionals to enhance instruction for all students;
7. demonstrate the ability to utilize classroom-based research to inform instruction;
8. demonstrate the ability to use appropriate assessment data to plan and implement instruction;
9. demonstrate the ability to use a variety of techniques for the organization and management of varied learning groups;

10. demonstrate the ability to independently locate, analyze, and summarize information;
11. demonstrate the ability to utilize information from newer technologies such as the Internet to solve practical problems.

c. Structure of Program

i. Identification of courses

The Co-Teach program is comprised of a new undergraduate major in Collaborative Education, an existing major in Liberal Studies (American Studies or others as they become available), and completion of a new track in collaborative teaching within the M.S.T. program. The new undergraduate major in Collaborative Education consists of eight new courses and two existing courses. All of the courses in the Collaborative Education major are designed to be collaboratively taught. We envision a School of Education faculty member or members to have the primary responsibility for each course, with other Co-Teach faculty contributing.

The new undergraduate major in Collaborative Education (31 sh) consists of the following courses (complete course descriptions of new courses are attached):

Learning Communities (2 semester hours, Fall, Year 1)

Foundations of Education (2 semester hours, Spring, Year 1)

Introduction to Special Education (3 credits, Fall, Year 2)

Literacy, Learning, and Curriculum (6 credits; Spring, Year 2)

Instructional Planning and Collaboration (3 credits, Fall, Year 3)

Instructional Implementation and Collaboration (3 credits, Spring, Year 3)

Developing and Adapting Instruction in Elementary Classrooms (4 credits, Fall, Year 4)

Developing and Adapting Assessment for All Learners (3 credits, Fall, Year 4)

Health Education for Elementary School Teachers (1 credit, Fall, Year 4)

Teaching in Inclusive Classrooms (4 credits, Spring, Year 4)

In the fifth year, students will complete their requirements for certification in the new Collaborative Teaching track within the existing M.S.T. program. In order to qualify for this track, students must have completed the B.A. degree in Collaborative Education, including 31 semester hours of undergraduate prerequisites. There will be an additional 36 semester hours of study at the graduate level, including the following courses (all presently existing):

0821.504	Foundations of Cross Cultural Education	2s.h.
0827.572	School Law and Public Policy	3s.h.
0830.568	Teaching Reading to Exceptional Children	3s.h.
0810.581	Teaching Strategies for Managing Behavior	3s.h.
0801.601	Clinical Internship I	5s.h.
0801.603	Clinical Seminar I	2s.h.
0801.605	Clinical Internship II	7s.h.

0801.607	Clinical Seminar II	1s.h.
0824.565	Analysis and Application of Research	3s.h.
0826.597	Relationship of the Public Schools and the Institutions and Agencies of New Jersey	3s.h.
0824.502/	Internship Project	1s.h.
0824.602/	(Initiation, Development	1s.h.
0824.608	and Report)	2s.h.

ii. Sequence of course work

During their first four years students will complete the college's general education requirements and a *Liberal Studies major* and a major in *Collaborative Education*. During their fifth year they will complete the *M.S.T. program in Collaborative Teaching*.

At the end of their program students will have met the State certification requirements for at least two instructional areas- Elementary/Early Childhood Education and Teacher of the Handicapped. Students will have the option of also qualifying for reading certification.

Students will enter the Co-Teach program in the first semester of their freshman year. During their first course in the program they will be introduced to the concept of a learning community and will take part in activities designed to build such a community. They will also meet all of the faculty who teach in the program and will be introduced to the goals and scope of the program. Students will study the profession of teaching and observe in a variety of school settings. Each learning community cohort will be assigned a faculty advising team from several departments within the School of Education. During their freshman year students will also begin their study of general education and study in their liberal arts major.

Students in the major in Collaborative Education will follow the general education program at Rowan. As a student in the Collaborative Education major, they must take the following designated general education courses:

- General Psychology
- Child Development
- Adolescent Development
- Computing Environments
- History of American Education

During the second, third, and fourth years of the program students will continue their general education study as well as study in their liberal arts major. They will also continue their study of teaching by taking courses in the areas of curriculum and instructional practices, literacy, and special education services and practices. These courses will be linked to field experiences that will increase in length and intensity and will be associated with seminars that emphasize the shared knowledge base in education and collaborative approaches to instruction. Field experiences will include placements at the secondary level as well as elementary and with children with moderate to severe special needs as well as with children with mild disabilities. Between their fourth and fifth years students will have the option of taking additional courses in Reading that will enable them to qualify for certification in Reading.

In their fifth year students will enter and complete the M.S.T. program in Collaborative Teaching. As part of this program they will participate in two full-time field experiences. Both settings will be selected so that they include children with special needs. Students will be supervised by a team that includes faculty from several departments from within the School of Education. During the fifth year students will also undertake and complete an internship project (like other M.S.T. students) that is the equivalent of a master's thesis.

At the end of their fifth year, teacher candidates will be recommended to the State for certification in elementary

education and Teacher of the Handicapped. Those who have chosen the Reading certification option will also be recommended for this certificate.

Students who choose to discontinue their program of study after four years may graduate with B.A. degrees in Liberal Studies and in Collaborative Education. However, these students will **not** be eligible for teacher certification because they will not have completed a major field experience in which they have demonstrated their ability to manage and teach in the classroom.

The Co-Teach program is organized as follows:

60 hrs.	General Education
36 hrs.	Liberal Arts major
<u>31 hrs.</u>	Education major
127 hrs.	Total (Years 1-4)
<u>36 hrs.</u>	(Year 5) M.S.T. in Collaborative Teaching
163 hrs.	Total (Years 1-4)
6 hrs	(optional) Reading certification (summer)

The Co-Teach program is sequenced as follows:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Fall Semester</u>	General Ed. (15)	Gen. Ed. (12)	Gen. Ed. (6) L.S. major (6)	L.S. major (9)
	Intro to Learning Comm.(2)	Intro to Spec. Ed. (3)	Instructional Planning (3)	Adapting Instr Elem (4)
				Health Ed. (1)
				Assessment (3)
<u>Spring Semester</u>				
	General Ed. (12) Liberal Studies (3)	Gen. Ed. (9)	Gen. Ed. (6) L.S. major (6)	L.S. major (12)
	Foundations of Ed. (2)	Literacy, Learning and Curric. (6)	Implementation & Collaboration (3)	Teaching in Inclusive Class. (4)

Year 5 (M.S.T. "Collaborative Teaching" track)

<u>Summer I</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer II</u>
School Law and Public Policy (3)	Teaching Strategies for Managing Behavior (3)	Teaching Reading to Exceptional Children (3)	Internship Project (2)
Foundations of Cross Cultural Ed. (2)	Analysis & Applic. of Research (3)		Institutions and Agencies (3)
	Internship Project (1)	Internship Project (1)	
	Clinical Internship (5)	Clinical Internship (7)	
	Clinical Seminar I (2)	Clinical Seminar II (1)	

iii. Describe to what extent courses from other units in the institution will be used

In addition to general education, the Co-Teach program includes completion of a Liberal Studies major. Members of the program committee have met with Dr. Dianne Ashton- the coordinator of the American Studies program- and with Dean Bartelt. They indicated that they would welcome students from the Co-Teach program and would cooperate in scheduling and advising (see attached letters). They have noted, however, that the School of Liberal Arts and Sciences will need additional support from the College to be able to offer all of the classes needed by students in the program. In addition, members of the Liberal Studies program will serve on the steering committee of the Co-Teach program.

d. Compare and contrast the program with similar programs of high quality

Until recently, there were few programs like Co-Teach. Now there are a few programs that lead to dual certification and require either four or five years to complete. One of these programs is La Salle University. Students in this program pursue course work that leads to certification in both Elementary/Early Childhood Education and Teacher of the Handicapped. However, they do not major in a liberal arts field. We believe that graduates of the Co-Teach program will have a better liberal arts foundation for teaching.

Fairleigh Dickinson University recently announced the creation of a new five year teacher preparation program entitled, QUEST (Quality in Education, Schools, and Teaching). Like the Co-Teach program, students in the QUEST program will be part of a cohort group. Also like the Co-Teach program, students in the QUEST program will complete an M.A.T. major. However, students in the QUEST program can pursue only one area of teacher certification. We believe that the Co-Teach program will better prepare our students for collaboration within integrated programs.

e. Administration

The Co-Teach program will be administered by a program coordinator selected from among the faculty from the participating departments from the School of Education. The program coordinator will receive three hours per semester of released time to administer the program (this should be reevaluated if the program expands). The position of program coordinator will rotate periodically among the departmental representatives. A program committee will be appointed by the Dean of the School of Education with the agreement of the chairs of the departments that are included in the program. Each department that contributes faculty to the program will be represented on the program committee. The Dean of Education will request that the Dean of Liberal Arts and Sciences appoint one or more faculty to the steering committee. The program coordinator will, with the approval of the program committee and in collaboration with the appropriate department chairs:

- schedule courses and make faculty assignments
- interview and recommend admission to the program
- approve graduation from the program
- conduct program evaluation and make adjustments as needed

The program coordinator will work with the coordinator of the Liberal Studies program on admissions and on course scheduling. The program coordinator will follow all existing college policies in scheduling courses and making staffing assignments.

f. Program Evaluation

In addition to specific course evaluation procedures that will be embedded in each course, the Co-Teach program will utilize a learning outcomes assessment model to evaluate the overall outcomes of the program and the major in Collaborative Education. Students will assemble a portfolio of work throughout the program. Each course will contain at least one learning outcomes portfolio assignment. Students will complete their portfolio during their fifth year seminar.

Each portfolio will be evaluated as part of the Clinical Seminar. In addition, a sample of student portfolios each year will be reviewed

by the Co-Teach committee in order to evaluate whether the program has been successful in meeting its goals. In addition, current students and graduates of the program will be surveyed to determine their satisfaction with the program and recommendations for changes to the program.

5. Results of Consultation
(see attached)

6. New Courses
(see attached)