

(P)

KOWAN COLLEGE
CURRICULUM COMMITTEE

984

PROPOSAL TITLE: Collaborative Education Major

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 style="text-align: center;">STEP #1 (DEPARTMENT)</p> <p><input checked="" type="checkbox"/> APPROVED/DATE:</p> <p><input type="checkbox"/> NOT APPROVED/DATE:</p> <p><u>C. L. Faison</u> DEPT. CURRICULUM CHR.</p> <p><input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/6/97</u></p> <p><u>C. L. Faison</u> DEPT. CHR.</p>	<p style="text-align: center;">STEP #2 (RECEIPT)</p> <p>SCC# <u>916-97-112</u></p> <p>DATE RECEIVED: <u>3-12-97</u></p> <p><u>Ronald J. Goshon</u> SENATE CURRICULUM CHR.</p>	<p style="text-align: center;">STEP #3 (SCHOOL)</p> <p>REVIEWED DATE: <u>1/14/97</u></p> <p><input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE</p> <p style="text-align: center;">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)

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL _____

COMMENTS: Majority of the program has been approved by the school committee and the curriculum committee. The program is a collaborative education major and is a good fit for the school's liberal studies program.

[Signature]

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 10/22

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 10-22

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) 1-28-98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE [Signature]

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 10/1/97

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 2/2/98 AA/CL committee
SOT

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

10/1/97

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 11/17/98

REGIS TAXONOMY AND COURSE NUMBER ASSIGNED 6

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

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S) Transmittal 1/11/99

REGISTRAR

SPONSOR(S)

Rowan College

School of Education

Curriculum Proposal

for A

New Major (Bachelor of Arts)

In

Collaborative Education

New Program Proposal

1. Abstract

This is a proposal for a new Bachelor of Arts (B.A.) major in Collaborative Education. This new major is an integral part of the new Co-Teach teacher certification program. The proposal is sponsored by an interdisciplinary team of faculty from the School of Education, 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/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 major in **Collaborative Education** 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.

The Co-Teach program committee anticipates that implementation of the major in Collaborative Education will not require the hiring of additional faculty. Instead, faculty will be reassigned to teach courses in the new major. Total enrollment in undergraduate programs in the School of Education will not change because enrollment in the departments of Elementary/Early Childhood Education and Special Educational Services/Instruction will be reduced.

2. Details

a. Title of the Proposal

1. New major in "Collaborative Education"

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. In the fifth year of the program, students will matriculate in the M.S.T. program 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.

d. Need for Program

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.

The major in Collaborative Education is designed to prepare students with a conceptual knowledge base in collaborative teaching. Students will be part of a learning community cohort. They will learn to apply the principles of learning communities to K-12 classrooms. They will learn how to work with each other and with parents and professionals. They will study current research on literacy development in children, the application of technology to educational problem-solving, and effective instructional and assessment techniques.

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 strongly endorsed the concept of a multiple certification preparation program (see attached letter).

The existing majors in Education are organized according to traditional disciplines- i.e. elementary education and special education. However, in the past decade a new research-based knowledge base in effective teaching has emerged. Research has demonstrated that there are certain instructional and classroom management techniques that work for all children. While there are specialized techniques that are related to specific subject areas and to certain types of educational disabilities, there is a core knowledge-base of effective teaching. The major in Collaborative Education is a multi-disciplinary program that uses the research on effective teaching as its foundation, adding the specialized subject and disability-specific knowledge bases as needed.

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 major in Collaborative Education 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 Education majors, students in the Collaborative Education major 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 a qualifying score on the PRAXIS II test, and completion of the major in Collaborative Education with a minimum of a 3.0 grade point average. 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 student teaching, 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 major 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 major 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 to staff the major in Collaborative Education. We anticipate that faculty from the School of Education will be reassigned to teach courses in the major. 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 (see table 2). Most of these reassignments can be accomplished by reductions in course offerings in existing programs in the School of Education (see table 3).

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.

3. Rationale

We believe that the major in Collaborative Education 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 major is clearly within the mission of Rowan.

In addition, the major 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 major in Collaborative Education 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 major in Collaborative Education 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 Collaborative Education major and the "Co-Teach" program are 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 major in Collaborative Education are that students will:

1. demonstrate knowledge of the principles of effective instruction;
2. demonstrate knowledge of effective instructional practices for the development of literacy skills in all students;
3. demonstrate knowledge of instructional planning and modifications for children with diverse learning abilities;
4. demonstrate knowledge of instructional planning and modifications for children from a variety of cultural and socioeconomic backgrounds;
5. demonstrate knowledge of the effective use of technology to enhance the instruction of all students;
6. demonstrate knowledge of skills in collaboration;
7. demonstrate knowledge of methods in classroom-based research and its application to instruction;
8. demonstrate knowledge of appropriate assessment methods and their application to planning and implementing instruction;
9. demonstrate knowledge of 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 new 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 course offerings in the Collaborative Education major are as follows (Complete descriptions of new courses are attached):

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

This course provides an introduction to the Co-Teach program and to learning communities. Through the course, students will come to have an understanding of how a learning community operates and what is required to be a successful participant. Students will also learn and practice the skills of collaboration as they examine the basics of curriculum, literacy, and pedagogy through classroom and clinical experiences. This course and its companion- Foundations of Education - form the foundation on which the rest of the Co-Teach program is built.

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

In this course students will continue their study of learning communities begun in their first course by addressing potential challenges in implementing the learning community approach and by examining learning communities in operation with careful consideration of how pedagogy, curriculum, and classroom management interact to make them effective. Students will also receive an introduction to the historical, philosophical, political, economic, legal, and sociological foundations of education with an emphasis on the issues of diversity and equity.

Introduction to Special Education (3 credits, Fall, Year 2)
(Existing) (0808.110)

In this course, students receive an introduction to major topics in teaching children with disabilities, including the history and development of special educational services, legislation and litigation, the characteristics of children with various disabilities, the impact of exceptionality on families, and multicultural issues in special education.

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

This course is a continuation of the sequence of courses in the Co-Teach program. This course builds knowledge about literacy and literacy development as it pertains to regular and special education. The focus of this course is to integrate the major concepts of curriculum development and literacy. The emphasis will be on the interface between literacy development and social studies through appropriate curricular planning. An observational field experience will be required.

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

This course focuses on developing a unit plan in the area of literacy. Students learn about various instructional approaches and how to select the best approach for a specific student. Students identify new developments in the field of technology and their applications to teaching all children. Students participate in a literacy clinic in which they work with children experiencing difficulty in some aspect of literacy.

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

During the Spring semester, the focus is on instructional implementation and collaboration. Students learn about collaborative problem-solving models and participate in a problem-solving activity. Students learn how to design, structure, and manage daily classroom routines. They also learn about the principles of action research and develop an action research project.

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

This course is designed to prepare teacher candidates to use a variety of teaching models and strategies to make mathematics and science instruction accessible to all students. Instructional standards developed by NCTM and NSTA will be reviewed. A technology component addressing computers as tools for teachers and students will be incorporated. Issues of equity, curriculum integration, collaboration, and reflection will be emphasized in both course and field assignments. The course includes a field assignment in an inclusion classroom.

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

This course emphasizes the link between assessment and instructional decisions for learners at a variety of academic and functional levels. Prospective teachers learn how to use norm-referenced instruments and criterion-referenced techniques. An introduction to statistical factors in testing, observation of testing, and administration of selected assessment instruments is included. Students develop informal assessment measures in conjunction with their field placement responsibilities.

Health Education for Elementary School Teachers (1 credit, Fall, Year 4) (Existing) 0837.209

This course prepares elementary education teachers to conduct thorough and effective health education in grades K-6. The course focuses on the nature and philosophy of health education and comprehensive school health programs as well as the teacher's role in curriculum, instruction, and evaluation as they impact health-related behavior.

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

In this course students will learn how to adapt instruction for children with varying learning abilities as well as for students from culturally diverse backgrounds. A field experience in a classroom that includes children with disabilities is required.

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*.

Students will enter the major in Collaborative Education 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 various 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.

The major in Collaborative Education (31 sh) consists of the following courses:

Learning Communities (2 semester hours, Fall)

Foundations of Education (2 semester hours, Spring)

Introduction to Special Education (3 credits, Fall)

Literacy, Learning, and Curriculum (6 credits; Spring semester)

Instructional Planning (3 credits, Fall)

Instructional Collaboration (3 credits, Spring)

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

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

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

Teaching in Inclusive Classrooms (4 credits, Spring)

The major in Collaborative Education 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 (1 2)
	Foundations of Ed. (2)	Literacy, Learning and Curric. (6)	Implementation & Collaboration (3)	Teaching in Inclusive Class. (4)

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

As part of the Co-Teach teacher certification program, the major in Collaborative Education will draw upon faculty in the School of Liberal Arts and Sciences for program administration. Members of the program committee have met with 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

La Salle University has a major in Education. 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. In addition, there is no collaborative teaching in the La Salle program. Students take either elementary education or special education courses. We believe that graduates of the major in Collaborative Education will have a better liberal arts foundation for teaching and be better prepared to work in the schools of the 21st century.

e. Administration

The major in Collaborative Education and the Co-Teach program as a whole 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 release 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.

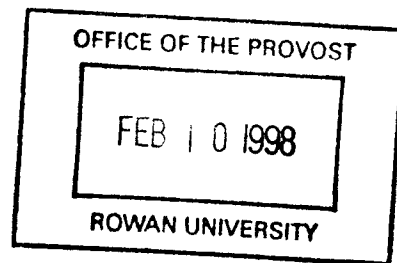
The program coordinator will be responsible for:

- scheduling courses and make faculty assignments
- interviewing and recommend admission to the program
- approval of graduation from the program
- conducting program evaluation and make adjustments as needed

The program committee will work with the coordinator to develop policies on admission, make revisions to the program when

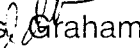


Office of the Dean, College of Education



February 10, 1998

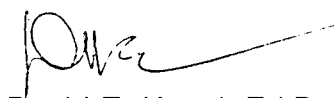
Ms. Ida B. Graham, Director
Office of Licensing and Credentials
State of New Jersey
Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Ms.  Graham:

Attached to this letter is a copy of a revised Page two of the Appendices as per your request of January 23, 1998. We hope that this completes the necessary documentation to receive approval for the Co-Teach Program at Rowan University from the New Jersey Department of Education.

If you have any questions, do not hesitate to contact me.

Sincerely yours,



David E. Kapel, Ed.D.
Dean, College of Education

Attachment

cc: Dr. Carol Matteson ✓
Dr. Jay Kuder

DEK:dm
Graham3.C-T

Co-Teach and Teacher of Reading Certification - Revised

Certification requirements

Basic reading methods

Clinic courses

Reading related courses

Co-Teach Course Requirements

- Literacy, Learning & Curriculum (6sh)*
- Teaching Reading to the Exceptional Child (3sh)*
- Using Children's Literature in the Reading/Writing Classroom (3sh)**
- Phonics and Spelling (3sh)**

- Instructional Planning and Collaboration (3sh)*
- Supervised Clinical Practice (3sh)**

- Child Development (3sh)*
- Educational Psychology (3sh)*
- Developing & Adapting Assessment (4sh)*

*Required of all students in Co-Teach program

**Optional for students pursuing reading certificate



State of New Jersey

DEPARTMENT OF EDUCATION
CN 500
TRENTON NJ 08625-0500

LEO KLACHOLZ
Commissioner

CHRISTINE IODD WHITMAN
Governor

January 23, 1998

Carol:
F.Y.I.
[Signature]
4435

Dr. David E. Kapel, Dean
College of Education
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028-1701

Dear Dean Kapel:

This is to advise that the supplemental information for your CO-TEACH Proposal has been reviewed and approved.

For the part of the proposal that results in a reading certificate, it is recommended that the additional reading course be added to the basic reading methods category.

It would be extremely helpful to us if you would submit a revised page two of the appendices reflecting the title of the additional methods of reading course for our records.

This program appears to be very exciting, innovative, and sorely needed. I know you are anxious to get it in place.

Best wishes for successful implementation.

Sincerely,

Ida B. Graham

Ida B. Graham, Director
Office of Licensing and Credentials

IBG/ep