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KOWAN COLLEGE
CURRICULUM COMMITTEE

5810

024

PROPOSAL TITLE: New Track in Master of Science in teaching (MST)

program: Collaborative Teaching
 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

| STEP #1 (DEPARTMENT) | STEP #2 (RECEIPT) | STEP #3 (SCHOOL) |
|--|--|---|
| <input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <u>C. L. Fauson</u> DEPT. CURRICULUM CHR. <input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/6/97</u> <u>C. L. Fauson</u> DEPT. CHR. | SCC# <u>96-97-114</u> DATE RECEIVED: <u>3-22-97</u> <u>Ronald J. Goble</u> SENATE CURRICULUM CHR. | REVIEWED DATE: <u>4-2-97</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS: <u>James Lee</u> SCHOOL COMMITTEE CHR. |

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.
 Y. Reeves

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 _____

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

10/7/28
AA/CL Comm BOT

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST

C. J. Moten

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR

Robert A. Kubat

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Rowan College

School of Education

Curriculum Proposal

for a

New Track (Specialization)

in the

Master's of Science in Teaching Program

Collaborative Teaching

New Track (Specialization) Proposal

1. Abstract

This is a proposal for a new track (specialization) within the Master's of Science in Teaching (M.S.T.) program entitled, "Collaborative Teaching." This new track 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 |

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 track in **Collaborative Teaching** is an interdisciplinary specialization that utilizes existing courses in the Elementary Education and Special Education tracks of the M.S.T. program. The track is designed to enable students who have majored in Collaborative Education at Rowan to continue their preparation for the teaching profession at the graduate level. The track includes study in the theory and practice of teaching and intensive field experiences in a variety of educational settings.

It is anticipated that implementation of the Master's of Science in Teaching track in Collaborative Teaching will require three additional faculty positions. These faculty will be needed to staff additional sections of graduate classes that will be required for students in this track. They will also be needed to serve on field supervision teams. These additional positions can be achieved through a combination of reassignments from existing programs and new hires. We are projecting that two of these position will need to be new hires, although this may be reduced through reassignments. Faculty reassignments can be achieved through consolidation of existing graduate programs and the reduction and/or deletion of programs as described in the School of Education plan. We believe that most of the additional cost of new faculty will be offset by the graduate tuition paid by students and the fees generated by their field experiences.

2. Details

a. Title of the Proposal

New track in the Master's of Science in Teaching program in Collaborative Teaching

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 |

c. Scope and size of the Program

Students in the Collaborative Teaching track of the M.S.T. program will be completing their fifth year of study in the Co-Teach teacher certification program.

The Co-Teach program committee plans to begin with an undergraduate cohort group of approximately 30 freshman students in the Fall, 1998 semester. Additional groups of 30 students will be added in subsequent years. If all goes as planned, these 30 students will enter the Collaborative Teaching track of the M.S.T. program in the summer of 2002.

d. Need for Program

The Co-Teach program, of which the track in Collaborative Teaching is a part, is designed to prepare students to teach in the schools of the 21st. century. These schools will be characterized by diverse student populations- including students with disabilities as well as students from a variety of ethnic and social backgrounds. There will be an increasing reliance on technology for the delivery of instruction. Teachers will need to be skilled in collaborating with other teachers, parents, and a variety of professionals. Students in the Collaborative Teaching track of the M.S.T. program will have the opportunity to continue the study of educational theory and practices that they began as an undergraduate major in Collaborative Education and immediately apply their learning in intensive field experiences.

The Collaborative Teaching track of the M.S.T. program has been designed to meet the needs of schools in the 21st century. After completion of the program, students will be eligible for certification in two field- Elementary/Early Childhood Education and Teacher of the Handicapped. In addition, students will have the opportunity of earning certification as a reading teacher.

The track in Collaborative Teaching is needed because the existing tracks of the M.S.T. program prepare students for either the

Elementary/Early Childhood Certificate or the Teacher of the Handicapped certificate. While there are some common courses in the program, the emphasis is clearly on one discipline or the other. The track in Collaborative Teaching is designed to blend courses from each of these existing tracks to build on the undergraduate preparation students have already completed.

Most importantly, the field experiences in the Clinical Internships have been designed to give teacher candidates experiences in teaching both nondisabled children and children with disabilities. Schools will be selected that agree to form a partnership with the School of Education to provide exemplary field placements. Criteria for the selection of the schools will include their commitment to inclusive education and the willingness of their staff to participate in mentor training. Our teacher candidates will be placed in classrooms that include both nondisabled children and children with disabilities (inclusive classrooms). At least one of their placements will be in a 7th or 8th grade classroom, since the Teacher of the Handicapped certification covers the secondary as well as the elementary level. While in their field placements, students will be supervised by a team that includes an elementary certified teacher, a special education certified teacher, and a college supervisor.

e. Requirements for admission and graduation

Students who are interested in the the Collaborative Teaching track of the M.S.T. program will have to meet the following requirements for admission:

- Completion of the major in Collaborative Education with a grade point average of 3.0 or higher.
- Completion of a major in Liberal Studies with a grade point average of 3.0 or higher.
- An overall grade point average of 2.8 or higher.

- Successful completion of the PRAXIS II exam
- Successful completion of an interview with the M.S.T. admissions committee
- Successful completion of the Graduate Record Examination (Waived for students with a grade point average of 3.5 or higher)

The Co-Teach program committee will consider including graduates from other programs after studying the implementation of the program.

f. Suggested time and scale

If approved, the program committee would like to implement the track beginning in the summer, 2002 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

We will work with the library staff to reconfigure the purchasing program to meet these needs.

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.

h. Staffing

We anticipate that additional faculty positions will be required in order to staff the expanded M.S.T. program. We anticipate the need for one additional faculty position to begin in the Fall of 2002 and two additional positions beginning in the Fall of 2003. These positions could be reassigned from existing programs and/or be new positions. Faculty reassignments can be achieved through consolidation of existing graduate programs and the reduction and/or deletion of programs as described in the School of Education plan. We believe that most of the additional cost of new faculty will be offset by the graduate tuition paid by students and the fees generated by their field experiences (see Table 4).

3. Rationale

We believe that the track in Collaborative Teaching is consistent with the long-standing mission of Rowan College to prepare professionals to meet the needs of the larger community. In addition, the major is consistent with the Rowan "Vision" statement. The "Vision" statement contains references to the need to develop five year professional programs that combine undergraduate and graduate study (p. 19). The track in Collaborative Teaching meets this goal.

The track in Collaborative Teaching 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 track in Collaborative Teaching and the "Co-Teach" program, of which it is a part, 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 track in Collaborative Teaching are that students will:

1. demonstrate knowledge of the principles of effective instruction utilizing a variety of models and their application to teaching;
2. demonstrate knowledge of the principles of instructional planning and modification for children with diverse cultural backgrounds and learning abilities and their application to teaching;
3. demonstrate knowledge of instructional technology and its application to the instruction of all students;
4. demonstrate knowledge of the principles of classroom-based research and its application to instructional problem-solving;
5. demonstrate knowledge of the principles of assessment and the use of assessment data to plan and implement instruction;

6. demonstrate knowledge of the principles of classroom management and their application to the organization and management of varied learning groups;
7. demonstrate the ability to independently locate, analyze, and summarize information;

c. Structure of Program

i. Identification of courses

The new track in Collaborative Teaching utilizes eleven existing courses. The course offerings in the track in Collaborative Teaching are:

| | | |
|---|--|---------------|
| Foundations of Education | | 5s.h. |
| 0821.504 | Foundations of Cross Cultural Education | 2s.h. |
| 0827.572 | School Law and Public Policy | 3s.h. |
| Curriculum and Instruction | | 21s.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. |
| Research and Specialized Inquiry | | 10s.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. |
| 61 | Total | 36s.h. |

The Clinical Internships and the Clinical Seminars that accompany them are integral components of the program. The Co-Teach program committee plans to develop partnerships with several local school districts. As part of these partnership relationships, the districts will commit to accepting our Clinical Internship students. Teachers in these districts will be trained as Clinical Adjuncts.

In both Clinical Internship I and II our students will be under the supervision of a clinical supervision team that includes faculty from the Co-Teach program and both a special education certified teacher and an elementary education certified teacher. Our students will be placed in resource center programs and self-contained special education classrooms as well as regular elementary education classrooms.

As a result of these Clinical Internships, our students will have field experiences in both regular (elementary) and special education under the supervision of teachers with the corresponding certification.

ii. Sequence of course work

The track in Collaborative Teaching is sequenced as follows:

| | | |
|-----------------|---|-------|
| Summer I | Foundations of Cross Cultural Education | 2s.h. |
| | School Law and Public Policy | 3s.h. |
| Fall | Clinical Internship I | 5s.h. |
| | Clinical Seminar I | 1s.h. |
| | Internship Project (Initiation) | 1s.h. |
| | Teaching Strategies for Managing Behavior | 3s.h. |
| | Fundamentals of Curriculum Development | 3s.h. |

| | | |
|------------------|--|-------|
| Spring | Internship Project (Development) | 1s.h. |
| | Teaching Reading to Exceptional Children | 3s.h. |
| | Clinical Internship II | 7s.h. |
| | Clinical Seminar II | 2s.h. |
| Summer II | Internship Project (Report) | 2s.h. |
| | Relationship of the Public Schools and the Institutions and Agencies of New Jersey | 3s.h. |

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 track in Collaborative Teaching will draw upon faculty from several departments from within the School of Education for staffing and for program administration. In addition, a faculty member from the School of Liberal Arts and Sciences will also serve on the program committee.

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

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 M.S.T. program is run by a faculty member appointed by the Dean of Education. There is also a program committee. Each track within the program has a coordinator. A member of the Co-teach Steering Committee will serve as the coordinator for the track in Collaborative Teaching.

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)