

Glassboro State College Senate Curriculum Committee

le Scott

Approval Form

Proposal Title: Five-Year Integrated Honors Program for Elementary/Early Childhood Majors
 M. Billino, C. Calliari, Curriculum & Instruction:
 Sponsor(s) E. Borden, L. Molinari Dept.: Elementary/Early Childhood Ext. 6362
J. Anderson, R. Blough

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change
(please name deletion or credit/titler/catalog change)

Undergraduate Graduate _____ Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>8/29/89</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Linda W. Ross</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed _____ Date</p> <p><u>Linda W. Ross</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# _____</p> <p>Proposal Received <u>9/1/89</u> Date</p> <p><u>Linda W. Ross</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>9/29/89</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>Ethel Combs</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean) Comments:

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 10/6/89 Date

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing _____ Date Approved by Senate Curriculum Committee 1 Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 11/17/89 Date Approved Not Approved

Notification to Executive Vice-President/Provost _____ Date

Linda W. Ross
Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 12/7/89
Date

Approved Yes No

If no, reasons are as follows:

Student credit hours NA
Faculty load hours NA
Equalized credit hours NA } **NEW PROGRAM**

Official copy and approval sheet filed 12/18/89
Date

[Signature]
Signature, Executive Vice-President/Provost

Registrar

Approved course description received NA
Date

Hegis Taxonomy and Course Number assigned NA

Signature, Registrar Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean
- Registrar
- Sponsor(s)

**Request for a Minor Curriculum Change
from the
Department of Curriculum and Instruction: Elementary/Early
Childhood Education**

**A Reconfiguration
of the
B.A. Program in Elementary Education
and the
M.A. Program in Advanced Elementary Teaching
into a
FIVE-YEAR INTEGRATED HONORS PROGRAM
for Selected
Elementary/Early Childhood Majors**

**Program Title: EXCEL
(Elementary/Early Childhood Education Laboratory Honors Program)**

Sponsors: Department Program and Implementation Committees

**Dr. Marion R. Rilling, Committee Chair
Dr. Carl Calliari, Department Chair
Dr. Evelyn Borgen, Undergraduate Advisor
Dr. Louis Molinari, Graduate Advisor
Prof. Jean Anderson
Dr. Robert Blough**

in conjunction with

**Dr. Margaret Cagney, Reading Department and Challenge Grant
Objective 2 (Five Year Integrated Program) Coordinator**

1. Details of the Change

a. Title

The Department of Curriculum and Instruction: Elementary/Early Childhood Education proposes to deliver a five-year integrated Honors Program by reconfiguring: (1) the Department's undergraduate program leading to the B.A. in Elementary Education and the recommendation for teaching certification with (2) the Department's graduate program leading to the M.A. in Advanced Elementary Teaching. Program enrichment activities will be added.

Note:

1. No new courses will be needed.
2. No changes in undergraduate or graduate program/curricular requirements will be needed.
3. Proposed program title: EXCEL Honors Program

b. Sponsors

Elementary/Early Childhood Education Department:

Dr. Marion R. Rilling, Committee Chair
Dr. Carl Calliari, Department Chair
Dr. Evelyn Borgen, Undergraduate Advisor
Dr. Louis Molinari, Graduate Advisor
Prof. Jean Anderson
Dr. Robert Blough

in conjunction with

Dr. Margaret Cagney, Reading Department and Challenge Grant
Objective 2 (Five Year Integrated Program) Coordinator

c. Scope and Size

The Five-Year Integrated Honors Program will seek to enroll approximately 25 Glassboro State College freshmen each year including transfer freshmen and transfer first-semester sophomores. These students will be part of the total number of matriculated majors in the Department.

d. Relationship to current program/curriculum

All current undergraduate and graduate requirements will be part of this proposed integrated program. Specifically, these students will complete the same curricular components required of all Department majors which are:

At the Undergraduate Level

- * 60 semester hours of General Education
- * 30+ semester hours of a coordinate academic major
- * 30 semester hours of the professional major
- * All initial certification requirements related to field experiences and student teaching, educational foundations requirements, maintenance of grade point averages,** etc.

** GPA requirements for entrance and retention in this program exceed regular program (non-Honors) requirements. See Section 5.

At the Graduate Level

33-36 semester hours of graduate study following the approved program course distributions.

The restructuring changes of this proposal relate to (1) the integration of the two programs (undergraduate and graduate) in the senior year, (2) the addition of new activities and program components and (3) new recruitment and retention criteria to obtain Honors-eligible students. (The new program activities and the program integration details are described in later sections of this proposal.)

e. Prerequisites

There are no new prerequisites related to academic course or program requirements. However, the Honors admission requirements which follow are a form of new prerequisites related to this program.

1. Conditional (Initial) Admittance

Admission to the EXCEL Honors Program is limited to approximately 25 Elementary/Early Childhood teacher education candidates per year who are highly motivated and academically superior. Successful applicants will meet the following requirements for conditional admittance:

Regular admission criteria and matriculation into the Elementary/Early Childhood Education program at Glassboro State College.

A combined SAT score of 1100 (ACT score of 21) and ranking in the top 10th percentile in the student's high school class.

An overall G.P.A. of 3.5 or higher in completed college course work (if appropriate).

Two recent faculty recommendations related to potential as a future teacher. (These may be from high school teachers or college faculty.)

A one - page essay related to an assigned topic.

2. Final Admittance

Final admittance will be determined after completion of one semester in the program. During this semester, the members of the EXCEL Honors Program Committee will interview each candidate, require a writing sample at the interview and review the transcript for the minimum overall G.P.A. of 3.5. The Program Committee will evaluate the candidacy and make recommendations for final admittance.

f. Suggested time and scale of implementation

Implementation in the form of recruitment will begin immediately upon the successful completion of the College curriculum approval process. We are hopeful that complete approval will be possible by mid-term of the Fall, 1989 semester. At that time, the following two forms of recruitment will begin:

- 1) Through the Admissions Office for the incoming freshmen in Fall, 1990
- 2) With current eligible Glassboro State College freshmen and potentially eligible freshmen and first-semester sophomore transfer students.

Implementation of program components, such as Colloquia, will begin in Spring, 1990. As mentioned earlier, approximately 25 new beginning students will be accepted each year.

g. Resource requirements

Because the students to be recruited are part of the overall number of students to be served by the Department, there will not be a need for additional faculty and/or academic resources. However, the program does call for new mentoring relationships with K-12 teachers for students in this program, and time and energy will be needed to develop and maintain this program component. It should be noted that collaborative relationships with K-12 teachers and school districts have been a long-standing goal of both the Department and the School of Education and Related Professional Studies. Therefore, this demand on time and energy is completely within ongoing program thrusts and presents no major difficulties. Coordination for this outreach activity will fit with the overall field coordination handled by the Office of Professional Laboratory Experiences (OPLE) of the School of Education and Related Professional Studies.

2. Rationale

a. Statement of Need

The establishment of this program responds to several forces impacting on teacher preparation and, as a result, on the Elementary/Early Childhood Education Department.

1. There has been substantial activities related to revitalizing the teaching profession. Some concrete examples have been the raising of beginning teacher salaries, increasing the academic requirements of approved college-based teacher education programs, and the state-wide testing of

teachers for initial and/or renewal certification. In addition, the empowerment of teachers as true decision-making professionals has received much consideration as a major component of the current school reform and restructuring movement.

We believe this proposal to attract academically talented, "honors" eligible students to the teaching profession is consistent with all efforts to enhance the profession and represents an appropriate new strategy not previously used at Glassboro or in the State to attract some of the "best and the brightest" to teaching. Though we make no claims that honors students will necessarily be better teachers, we do feel that establishing an Honors Program at Glassboro State College in our oldest, largest and well-regarded elementary/early childhood teacher education program is consistent with all national and state reforms to enhance education as a profession.

2. During the past few years, many have written about the need to increase the time spent in initial teacher preparation, usually calling for five years rather than four - or for fifth-year preparation at the graduate level. Our recently approved Master of Science in Teaching degree (M.S.T.) delivers a post-baccalaureate program of initial teacher certification at the graduate level. Thus, we have met the needs of recent B.A. graduates or second-career, non-traditional students who already hold a baccalaureate degree and who wish to prepare for teaching at the graduate level.

We have also studied extended initial preparation programs, typically with the B.A. and/or M.A. and teacher certification awarded at the end of five years (usually after a year-long internship). Many university programs have followed this model or have chosen to adopt this model as a condition of membership in the Holmes Group. However, many other teacher educators (particularly those at state colleges) have concluded that a beginning teacher can be adequately prepared in four years and have continued with four year programs. In most initial teacher education programs, whether four years or five years in length, there has been substantial curricular review and redesign, particularly related to the emerging professional knowledge base and changes in NCATE accreditation standards and/or state mandated certification requirements. This is true at Glassboro State College, particularly in this Department's program.

This proposal represents two years of planning that emerged from study of five-year programs in teacher education by (1) a Challenge Grant Task Force (Objective 2) composed of representatives of three Schools of the College (the School of Education and Related Professional Studies, the School of Liberal Arts and Sciences, and the School of Fine and Performing Arts) and, subsequently, (2) a Planning Committee and a

Program Implementation Committee of the Elementary/Early Childhood Department. Assumptions underlying this proposal attempt to address both realistic and creative compromises. These assumptions are:

- a. The Glassboro State College student population is best served by continuing a four-year program leading to initial certification.
- b. The academically talented, honors-eligible student usually plans to continue with graduate study and seeks to attain a graduate degree(s).
- c. Integrating an undergraduate degree program and a graduate degree program of a department is a sound approach to promoting ongoing academic study.
- d. This integrated B.A.-M.A. program with its additional program components would be attractive to honors students.
- e. Continuing to work with the honors graduates as first-year teachers in the twelve months after graduation helps to provide the induction support identified as a needed component of excellent preparation programs. It is also a model of a strategy for ongoing and continuous professional development through graduate study.

In summary, we believe this proposed program responds to the calls for reform and excellence in teacher preparation. We believe it provides a way to attract the very brightest high school graduates to teaching and to Glassboro State College. We believe it to be a promising model of academic program integration that is worthy of implementation.

3. Essence of the Program

a. Major goals of the program

In addition to the existing goals of the Department's undergraduate and graduate programs, the EXCEL Honors Program will:

1. Provide program enrichment activities for students of high academic ability.
2. Integrate existing undergraduate level and graduate level teacher preparation programs.

3. Expand collaboration with elementary school educators in the preparation of teachers.
4. Help students develop knowledge and appreciation of professional research and inquiry and the importance of self-evaluation and reflection in teaching.

b. Specific objectives of the program (in addition to existing Department objectives)

1. High academic ability teacher candidates and Glassboro State College faculty will collaborate in planning colloquia each semester.
2. These teacher candidates will develop a professional relationship over a one, two, three or four year period with kindergarten through sixth grade classroom teachers who are serving as mentors.
3. These teacher candidates will work with college-mentors who will serve as positive professional role models. They will collaborate in professional projects and/or research studies.
4. These teacher candidates and the Dean of the School of Education and Related Professional Studies will jointly plan an annual forum related to issues in education and invite members of the educational community to the event.
5. Upon completion of their undergraduate professional preparatory program, teacher candidates will receive a Bachelor of Arts degree in elementary education with a recommendation for the appropriate teacher certification(s).
6. The teacher candidates will be given early admission (in their senior year) to the Master of Arts in Elementary School Teaching program and complete six semester hours of graduate level work while an undergraduate. The remaining graduate coursework will be integrated with and related to their first year of teaching, wherever possible.

c. Structure of organization

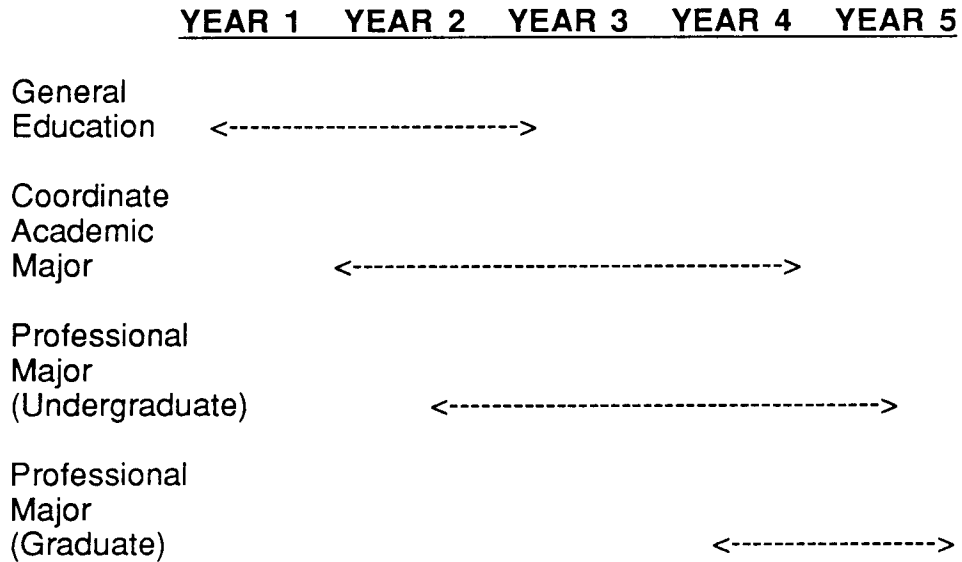
The proposed new integrated five-year honors program fully utilizes the current, systematic and comprehensive curriculum redesign and development that is in progress at Glassboro State College in certain program components, such as in general education and in the undergraduate professional program in elementary and early childhood education. Special activities to enrich this academic program are offered

throughout the program. In addition, the program design reorganizes and restructures the relationship between undergraduate level and graduate level teacher preparation so that these teacher candidates will complete some graduate level coursework before they are awarded the Bachelor of Arts degree.

1. Students in the five-year honors program will complete the general education studies required for an elementary/early childhood education major. Since admission requirements for the EXCEL Honors Program in elementary/early childhood education are identical to those for the Honors Concentration in Liberal Arts and Sciences, these teacher candidates are eligible for admission to the honors program in Liberal Arts and Sciences. However, enrollment in that program is not required.
2. Students in the five-year honors program will complete a coordinate academic major, a certification requirement for all students in the elementary/early childhood teacher preparation program.
3. They will also complete the Department's undergraduate professional preparatory program, currently undergoing a redesign guided by principles from the emerging professional knowledge base. However, these teacher candidates will experience some modifications in the undergraduate preparatory program because they will participate in new program enrichment activities and study as a cohort group in the professional major. (A description of these enrichment activities can be found in Appendix A.)
4. These students will also be given early admission (senior year) to the Master of Arts in Elementary School Teaching degree program and complete six semester hours of graduate level work while an undergraduate. They will be expected to complete all graduate admission requirements.
5. In four years, after completing all the general education requirements and the professional education and academic majors, students will receive a Bachelor of Arts degree in Elementary Education with recommendation for the appropriate teaching certification (Nursery or Elementary or both). They will then be expected to obtain a teaching position for the next academic year and to continue graduate studies.
6. During Year Five of the program (including two summers), students will complete the remaining 27 semester hours of graduate coursework which will be integrated with and related to their teaching, wherever possible. For example, units and course assignments can be directly related to classroom/school needs; study of planning and evaluation systems can involve analysis of classroom/school settings.

By engaging in this graduate study, the first-year teacher will experience an academic program that provides support to enhance self-evaluation and reflective, professional inquiry. The Master of Arts in Elementary School Teaching will be awarded at the conclusion of the five years of study including the one year of teaching. It should be noted that (1) all existing program requirements will be met prior to the award of each degree and (2) no new courses are needed for this program.

- The diagram below reflects the general structure and organization of the EXCEL Honors Program.



The sequence of graduate study is detailed below.

<u>YEAR 4</u>	<u>SUMMER</u>	<u>YEAR 5</u>	<u>SUMMER</u>
Complete undergraduate program; B.A. in Elem Ed. awarded.		(First year of teaching)	
Admitted to Graduate Program; 6 s.h. of graduate study completed.	Complete 9 s.h. of graduate study.	Complete 6 s.h. of graduate study. (3 s.h. each semester)	Complete 6 s.h. of graduate study. M.A. in Elem Teaching awarded.

d. Administration

The program will be administered by faculty in the Department of Curriculum and Instruction: Elementary and Early Childhood. Students will receive undergraduate and graduate academic advisement from the regular Department advisors.

For initial implementation (the 1989-90 academic year), Dr. Margaret Cagney, the Challenge Grant Objective 2 Coordinator who has been working closely with the Department, will serve as Coordinator of the Department Honors Committee. The Department Honors Committee will consist of the Department Chair, the Undergraduate Advisement Coordinator, the Graduate Advisor, two faculty members, and two public school teachers. They will review applications, interview candidates and monitor program progress. Two student members will be added to the committee after implementation has begun.

Challenge Grant resources have been used to develop beginning program materials (e.g., brochures) and to provide faculty study and planning time. At the conclusion of the Challenge Grant, three semester hours of released time for the academic year and three semester hours in the summer will be requested for program coordination, including the planning of colloquia, securing of mentors, and facilitating of student club meetings. No additional resources will be needed since these students are part of the total number of majors in the Department and regular Department advisement and academic resources will appropriately accommodate them.

4. Results of Consultation

1. Initial stages of planning for a five-year program was done by an Objective 2 Challenge Grant committee of faculty from three Schools: School of Education and Related Professional Studies (SERPS), School of Liberal Arts and Sciences (LAS), and Fine and Performing Arts (FPA). This work was undertaken in Year 1 of the Challenge Grant.
2. In year 2, a smaller Objective 2 committee continued work, focusing on the honors component. Members of this committee were:
 - Dr. Marion Rilling, SERPS
 - Prof. Jean Anderson, SERPS
 - Dr. Margaret Cagney, SERPS
 - Dr. Thomas Gallia, SERPS
 - Dr. S. Jay Kuder, SERPS
 - Dr. William Kushner, FPA
 - Dr. Albert Shaw, LASA letter of support and endorsement by these committee members is provided. (See Appendix B.)
3. The Department of Curriculum and Instruction: Elementary and Early Childhood Education endorsed and approved the Integrated Five-Year Honors Program for majors presented by an Ad Hoc Department Committee at the March 15, 1989 Department meeting. At that time, a Department Program Implementation Committee was formed to develop the curriculum proposal. Members of this committee are the sponsors of this proposal. This committee worked collaboratively with Dr. Margaret Cagney, Objective 2 Coordinator, in the preparation of this proposal. Letters of support from the Department Chair, the Department Undergraduate Advisement Coordinator, and the Department Graduate Advisor are found in Appendix B.
4. Collaboration with the School of Liberal Arts and Sciences continued throughout the development of this proposal. Representative faculty sat on committees in the early stages of study and development. The Dean of the School of Liberal Arts and Sciences was consulted as well as the Liberal Arts and Sciences Honors Program Coordinator. Their letters of support testify to their enthusiastic endorsement of this program. (See Appendix B.)
5. The Dean of the School of Education and Related Professional Studies has also indicated his firm support in an attached letter. (See Appendix B.)
6. Dr. Peter Contini, Gloucester County Superintendent/Coordinating County Superintendent, Southern Region, has also indicated support for this program. (See Appendix B.)

5. Additional Information

A. Admission and Retention Policies

1. Conditional (Initial) Admittance

Admission to the EXCEL Honors Program is limited to approximately 25 Elementary/Early Childhood teacher education candidates per year who are highly motivated and academically superior. Successful applicants will meet the following requirements for conditional admittance:

Regular admission criteria and matriculation into the Elementary/Early Childhood Education program at Glassboro State College.

A combined SAT score of 1100 (ACT score of 21) and ranking in the top 10th percentile in the student's high school class.

An overall G.P.A. of 3.5 or higher in completed college course work (if appropriate).

Two recent faculty recommendations related to potential as a future teacher. (These may be from high school teachers or college faculty.)

A one - page essay related to an assigned topic.

2. Final Admittance

Final admittance will be determined after completion of one semester in the program. During this semester, the members of the EXCEL Honors Program Committee will interview each candidate, require a writing sample at the interview and review the transcript for the minimum overall G.P.A. of 3.5. The Program Committee will evaluate the candidacy and make recommendations for final admittance.

3. Retention

A. Students' must maintain an overall G.P.A. of 3.5. Transcripts will be reviewed each semester.

In the event of an academic problem or a deficiency, students should request a meeting to determine a probationary plan with the Department Advisor(s) and the Faculty Mentor. Additional reviews, if necessary, can be made by members of EXCEL Honors Program Committee upon appeal. However, candidates may not continue in the program after two consecutive semesters with an overall G.P.A. below 3.5.

- B. Students must participate in the special activities related to the EXCEL Honors Program, e.g., the Colloquia Series. Participation may vary, but a level of commitment must be in evidence. The exact number and types of involvement will be determined collaboratively with the Department Advisor(s), Faculty Mentor, and EXCEL Honors Program candidate.
- C. All other regular department/program requirements must be met for retention in the EXCEL Honors Program.

4. Selection Process

- A. A committee of three faculty members of the EXCEL Honors Program Committee and two public school classroom teachers will review all applications and make recommendations for admission.
- B. Candidates who meet all stated criteria will be considered for admission.
- C. If there is a significant number of eligible applicants exceeding the number that can be admitted, a ranking will be made. In a few cases, special consideration will be given to minority candidates and to those candidates demonstrating unique and specialized talents.
- D. A waiting list of those who are eligible but not initially offered admission because of lack of space will be made, and when appropriate, candidates will be invited to reapply.

B. Recruitment Procedures and Targets

For High School Seniors

- 1. Work with Glassboro State College Admissions Office
 - A. Orient staff to program
 - B. Provide brochures to be included in mailings
 - C. Discuss procedures for actual admittance following acceptance at Glassboro State College and matriculation
- 2. Make contacts with professional organizations.
Send copies of brochures plus program announcements to organizations, such as:

NJPGA	NJEA	NJSTA
NCTE	NJAFT	NJAMT
NJASCD	NJRA	

3. Make contacts with County Superintendents, Department of Higher Education (especially Governor's Teaching Scholars Program) and Department of Education.

For Current Glassboro State College Freshmen and Sophomores (first semester level)

1. Announcements of program through WHIT and WGLS Radio
2. Distribution of program brochures in generic Freshmen courses (e.g., Freshman Seminar, Careers in Education)
3. Distribution of brochures through campus student organizations eg, Elementary Education Club, PDK, CEC Club, etc.
4. Bulletin board display in Robinson foyer and outside the Department office
5. Announcements at Open House, Freshmen Orientations, Transfer Advisements
6. Contacts with Office of Academic Advisement and transfer Admission Office personnel.

Public Relations

Involve College Office in preparing newspaper releases announcing program.

Prepare articles for appropriate professional journals, (e.g., NJATE, NJEA, etc.) and for conference presentations.

APPENDIX A

PROGRAM ENRICHMENT COMPONENTS

- 1. Colloquia**
- 2. School Mentors**
- 3. College Mentors**
- 4. Dean's Forum**
- 5. Student Club**

1. COLLOQUIA PROGRAM

EXCEL HONORS PROGRAM ENRICHMENT ACTIVITIES

COLLOQUIA COMPONENT

GOAL

The colloquia will provide teacher candidates and college faculty opportunities to discuss educational issues in a setting outside the structure of a course.

OBJECTIVES

1. The teacher candidates and faculty will collaborate in planning a specific number of colloquia each semester.
2. The topics discussed at colloquia will be related to national and state issues in education.
3. Teacher candidates will be exposed to varied perspectives on these educational issues.
4. Glassboro State College faculty and members of the regional educational community will participate in the colloquia and share their views.
5. College faculty will develop an increased understanding of students' perceptions of selected educational issues through student participation in the colloquia.

POTENTIAL THEMES FOR COLLOQUIA

A sampling of thirty-two topics for the colloquia grouped in eight unifying themes:

1. URBAN/RURAL EDUCATION
 - A) Motivational and instructional strategies
 - B) The value system of the cultures
 - C) Parent-teacher collaboration
 - D) Providing for the special needs child

2. EDUCATIONAL TECHNOLOGY
 - A) Use of a single computer for class instruction
 - B) Use of computer lab for class instruction
 - C) Use of computer as a teaching tool for word processing, record keeping, etc.
 - D) Educational technology for the future

3. PROFESSIONAL AND COMMUNITY RESOURCES
 - A) Discussion of a professional meeting attended
 - B) Discussion of a presentation by a well-known speaker
 - C) Discussion of a visit to a school with unique characteristics or programs
 - D) Discussion of available local, state and national teaching resources

4. CURRENT TRENDS AND ISSUES IN EDUCATION
 - A) Equity issues
 - B) State licensure and national accreditation
 - C) Schools of choice
 - D) Discussion of local, state and national responsibilities and roles

5. CONTRACTUAL ASPECTS OF TEACHING
 - A) Teachers' legal rights and responsibilities
 - B) Students' legal rights
 - C) Mainstreaming practices in schools
 - D) Dealing with or teaching about substance abuse

6. A GLOBAL PERSPECTIVE OF AMERICAN SCHOOLS
 - A) Relationship between a culture and its schools
 - B) Comparative education
 - C) Opportunities for educational exchanges
 - D) Schools in a technological society and in third world societies

7. TEACHER EMPOWERMENT
 - A) Teachers effecting change in schools
 - B) Differentiated instructional roles
 - C) Teachers as curriculum designers
 - D) Membership in professional organizations

8. ENTERING THE PROFESSION

- A) Relating to school administrators and other personnel
- B) Adapting to the school culture
- C) Life-long learning as a professional
- D) Strategies for successful parent/teacher collaboration

SCHEDULING OF THE COLLOQUIA

A maximum of six to eight colloquia may be held each school year, allowing for the thirty-two topics to be cycled over a period of four years; thus, each class will have opportunity to participate in the complete cycle (see Figure 1).

YEAR ONE	THEME 1	THEME 2	INTEGRATED
	A B C	A B C	1-D 2-D
YEAR TWO	THEME 3	THEME 4	
	A B C	A B D	3-D 4-D
YEAR THREE	THEME 5	THEME 6	
	A B C	A B C	5-D 6-D
YEAR FOUR	THEME 7	THEME 8	
	A B C	A B C	7-D 8-D

Fig. 1. One pattern for cycling colloquia topics over a four-year period.

2. SCHOOL MENTORS

EXCEL HONORS PROGRAM ENRICHMENT ACTIVITIES

SCHOOL MENTORS COMPONENT

GOAL

The goal of this component is to enable the teacher candidates to develop a professional, personal relationship over a one-, two-, three-, or four-year period with classroom teachers.

OBJECTIVES

1. The teacher candidate will discuss educational issues with a practicing professional.
2. The teacher candidate will observe and participate in classroom activities throughout the college experience.
3. The teacher candidate will establish the foundation for a long-term professional relationship with a fellow practitioner who has a positive view of teaching as a career.
4. The mentor will experience personal satisfaction and professional enrichment from participating in the formation of the teacher candidate's professional philosophy and value system.
5. The teacher candidate will experience a broadened view of the operations of a classroom.

RECRUITMENT OF SCHOOL MENTORS

Recruitment efforts be directed toward identifying teachers that possess qualities and characteristics needed for effective mentoring, as identified through research (Gray and Gray, 1985; National Handbook on Mentoring, 1987). The research indicates that effective mentors are those who:

1. Are people-oriented.
2. Are flexible and able to tolerate ambiguity.
3. Prefer abstract concepts.
4. Value their school and teaching.
5. Have respect for all working members of the school.

6. Have confidence in themselves and the educational process.
7. Are nurturing (altruistic, warm, caring).
8. Are sensitive to proteges' needs.
9. Have trust for their proteges.

Sources to consider for identification of such mentor-candidates are:

1. Professionals selected to be clinical teachers in the M.S.T. Program.
2. Those selected and trained for mentoring through the Beginning Teacher Induction Center (BTIC).
3. Those teachers known to our field supervisors (through practicum and student teaching) that possess the desired traits.
4. Those nominated for outstanding teacher awards at the district, county and state levels.

Recruitment efforts will focus on the value of the service the mentor can provide in this relationship and the honor of being selected for this special working relationship.

ADDITIONAL INFORMATION

An orientation to the particular form of mentoring needed will be held for the teachers selected. Topics will include:

1. The nature and goals of the program,
2. Discussion of the research findings related to effective mentoring,

Honors students will provide a brief autobiography to assist in the initial matching of mentors and proteges. Proteges and mentors will have opportunity after two months (and yearly thereafter) to request a change.

After recruitment, selection, and mentor/student matching, a reception will be held at which the mentors and teacher candidates will meet. College faculty mentors will also be invited to attend.

SUGGESTED ACTIVITIES FOR SCHOOL MENTORS

The school mentor might:

1. Invite the protege to attend a professional organization meeting.
2. Arrange to have the protege attend school inservice sessions, as appropriate.
3. Arrange for the protege to visit the classroom on a regular basis to observe, to help students complete assignments, and/or tutor.
4. Invite the protege to meet after school and discuss children, teaching, the candidate's coursework at college, career aspirations, etc.
5. Involve the protege in class field trips.
6. Have the protege participate in and attend special class projects, such as science fairs or school plays.
7. In the second year, invite the protege to participate in the opening of school and to attend related orientation meetings.
8. As appropriate, permit the protege to base a college course assignment on the school curriculum, policies and procedures.
9. Discuss the protege's progress in professional courses; share, react, and expand on the content covered, giving examples, etc.

SUGGESTIONS FOR THE TEACHER CANDIDATES

The Honors teacher candidate will be informed of certain conventions in the protege/mentor relationship. The teacher candidate should:

1. Be open and positive. Avoid being critical of any aspect of the school.
2. In all school contacts, strive to be well organized and conscientious.
3. Be prepared to adopt differing frames of reference for viewing situations.
4. Observe matters of protocol as a guest in the school, such as:
 - being on time
 - dressing appropriately
 - being polite to all members of the school work force
 - maintaining awareness of status as a non-faculty person in the school
 - being aware of norms for the school and visitors
 - discussing with the mentor all proposed actions to be taken in the school and adhering to the mentor's recommendations.
5. Be aware of state medical and legal requirements for working with children in the schools.
6. On occasion, invite the mentor to attend meetings at Glassboro State College to hear speakers, see demonstrations of technology, etc. Candidates should practice leadership in planning for these occasions.
7. Consider occasionally inviting his/her mentor to attend a college function (e.g., concert, play).

3. COLLEGE MENTORS

COLLEGE MENTOR PROGRAM

GOAL

The college mentor program will expand the informal relationships that have traditionally existed between Glassboro State College faculty and teacher candidates.

OBJECTIVES

1. The college mentor program will provide teacher candidates with positive professional role models.
2. College faculty in the mentoring program will serve as confidants and friends to the teacher candidates.
3. A college mentor will enrich a teacher candidate's background by engaging him/her in mutually beneficial endeavors, such as special projects and research studies.
4. College mentors will encourage teacher candidates to join a professional organization(s) that represents their interests and will invite them to attend informative meetings and conferences.
5. College mentors will gain greater insights into the professional perceptions of young adults.

SELECTION OF COLLEGE MENTORS

1. Participation in the college mentor program will be voluntary and open to faculty members who have educational and professional interests similar to those of the teacher candidates.
2. Assignment of teacher candidates to college mentors will occur after the candidates have been at Glassboro State College for a few months.. During this "waiting" period, candidates will have the opportunity to meet with potential mentors informally and read brief informative sketches that outline faculty members professional and personal interests.
3. Generally, teacher candidates will select a mentor. Provisions for college faculty to make the assignment can also be made.
4. Teacher candidates and college mentors will have an opportunity to request a change two months after the initial assignment and yearly thereafter.

TRAINING MEETING FOR COLLEGE MENTORS

An orientation-to-mentoring meeting will be held before teacher candidates are assigned to specific faculty. Topics to be discussed include:

1. The nature and goals of the program.
2. Mentoring activities that are integral to the EXCEL Honors Program.
3. Activities that enrich a mentoring relationship.

SUGGESTED ACTIVITIES FOR COLLEGE MENTORS

1. Regularly schedule meetings for informal discussions. (The meetings may take place in a site on or off campus.)
2. Attend a professional meeting with the teacher candidate. (The meeting may be a conference as large in scope as NJEA or as small as a dinner meeting with a speaker.)
3. Take the candidate to a school or educational institution that offers a unique program.
4. Arrange for the teacher candidate to meet professional acquaintances who are involved in interesting educational experiences.

4. DEAN'S FORUM

5. STUDENT CLUB

DEAN'S FORUM

GOAL

The Dean's Forum will provide EXCEL Honors Program teacher candidates with opportunities to interact with the Dean of the School of Education and Related Professional Studies and gain an administrator's perspective on current educational trends and practices. In addition, the Forum will provide unique educational experiences for the southern New Jersey educational community.

OBJECTIVES

1. The EXCEL teacher candidates will become more aware of the Dean's perspective on selected current educational issues.
2. The Dean will interact with teacher candidates within a pedagogical (rather than an administrative) structure that is unique to the EXCEL Honors Program.
3. The Dean's Forum will be a mechanism that enables the College to provide unique educational experiences to the southern New Jersey educational community.
4. In planning and implementing the Dean's Forum, the teacher candidates will demonstrate leadership and responsibility.

ACTIVITY

The Dean and EXCEL teacher candidates will plan a formal presentation by a well known educator or panel of educators and invite members of the educational community to the event. The Dean and the teacher candidates will assume joint responsibility for planning the forum.

STUDENT CLUB

Teacher candidates in the EXCEL Honors Program will enroll in professional courses as a cohort group. A student club open to all elementary education/early childhood majors allows EXCEL Honors Program students to interact with peers in a social, professional context. Thus, there will not be a special student club for EXCEL Honors Program students; they will be encouraged to join the Elementary Education/Early Childhood Student Club and to assume leadership positions in the organization.

APPENDIX B
LETTERS OF SUPPORT

- * Challenge Grant Objective 2 Committee
- * Dean of the School of Education and Related Professional Studies
- * Dean of the School of Liberal Arts and Sciences
- * LAS Honors Program Coordinator
- * Department Chair - Department of Curriculum & Instruction:
Elementary/Early Childhood Education
- * Undergraduate Advisor - Department of Curriculum & Instruction:
Elementary/Early Childhood Education
- * Graduate Advisor - Department of Curriculum & Instruction:
Elementary/Early Childhood Education
- * County Superintendent, Gloucester County



GLASSBORO STATE COLLEGE

Glassboro, New Jersey 08028-1701

April 17, 1989

Members of the Ad-Hoc Elementary/Early Childhood Education Department Honors Program Development Committee

Jean Anderson	Evelyn Borgen	Louise Karwowski
Elaine Lee	Louis Molinari	Marion Rilling
Yvonne Rodriguez	Carol Sharp	

Members of the Elementary/Early Childhood Education Department Honors Program Implementation Committee

Robert Blough	Evelyn Borgen	Carl Calliari
Louis Molinari	Marion Rilling	

Glassboro State College
Glassboro, New Jersey 08028

Dear Colleague:

The Five-Year Honors Program in Teacher Education Committee reviewed your proposed honors program for preparing elementary education teachers. They unanimously endorse the program and are impressed with the breadth and depth of the educational/professional experiences being planned for students. The committee is pleased that the program is consistent with the guidelines they outlined during the past year. Furthermore, they applaud your efforts in initiating such a unique program.

Recent studies have shown that a growing number of top-ranked students are becoming interested in teaching, and honors programs are needed to meet their needs. The program you have conceived reflects the findings from current research as well as recommendations from notable educational authorities such as the Holmes Group. The curriculum will provide challenging and meaningful educational activities for Glassboro students and should prepare teachers who are exceptionally competent.

Since there are few honors programs in teacher education, the model that emerges after initial piloting may serve as a national prototype and bring recognition to the School of Education and Related Professional Studies. Also, some of the program's features might be incorporated into the preparation of all teachers at Glassboro State College. The collaborative nature of the program should enable you to receive outside funding for programmatic enrichment and expansion. Members of the committee would like to be kept apprised about the status of the program.

Sincerely yours,

Margaret Cagney, Chair
Five-Year Honors Program in Education Committee

Committee Members:	Jean Anderson	Thomas Gallia	Jay Kuder
	William Kushner	Marion Rilling	Albert Shaw

MC:kaa

cc: Dr. David Kapel
Dr. George Brent



GLASSBORO STATE COLLEGE

School of Education
and Related Professional Studies

Glassboro, New Jersey 08028-1760 (609) 863-5241

Office of the Dean

August 8, 1989

Dr. Linda Ross, Chair
GSC Senate Curriculum Committee
Glassboro State College
Glassboro, New Jersey 08028

Dear Dr. Ross:

This is a letter of strong support for the Elementary/Early Childhood Education Honors Program (EXCEL) proposal. The proposal is a well conceived and constructed teacher preparation program that will produce exceptional and academically talented teachers. Since the proposed program is consistent with the calls for national reform in teacher education, it will help in the reformation of K-12 education. I have talked to many superintendents of schools in the South Jersey area about graduates from a proposed Honors Program. To the person, they were extremely supportive of the proposal and would give preference in hiring to those graduating from such a program.

There are a few Honors Programs in Teacher Education in this country - most are composed of a few "honors" courses; however, they lack the scope and sequence found in this program. Our proposed program enjoys considerable uniqueness not found in other programs.

I believe implementation of EXCEL will be a major addition to our teacher preparation programs. With the approval of EXCEL, Glassboro State College will be at the forefront of teacher preparation in this country. Again, I support this proposal; I hope that it will receive the Senate Curriculum Committee's approval.

Sincerely yours,

David E. Kapel, Ed.D.

Dean

School of Education and Related Professional Studies

Attachment

DEK:dm



GLASSBORO STATE COLLEGE

Dean of Liberal Arts & Sciences

Glassboro, New Jersey 08028-1772 (609) 863-5342

Memorandum to: Jim Grace

From: Minna Doskow *md*

Date: July 17, 1989

Subject: Honors Program: Coordination with SERPS

As I mentioned to you the other day, I have talked with Dean Kapel about coordination between the Honors Program that you are presently coordinating and the School of Education's proposed five year integrated Bachelor's/Master's program entitled "Excel." Attached is a copy of that program.

Students in the proposed five year proposed integrated program would have the same qualifications for entrance into the Honors Program as Arts and Sciences majors. They would take the lower division honors courses as part of their general education, the seminars and selected topics as upper division electives, and would do the honors thesis, if they chose that option, in education under and appropriate faculty mentor. This coordination with the School of Education is an excellent opportunity for the new honors program. It will enable us to extend the benefits of honors to more academically talented students. I trust you will be able to coordinate the particulars with the coordinator of the integrated program as that proposal moves toward implementation.

cc: David Kapel



GLASSBORO STATE COLLEGE

Philosophy and Religion Department

Glassboro, New Jersey 08028-1766
(609) 863-6048

M E M O R A N D U M

To: Professor Carl Calliari

From: James H. Grace, Coordinator
Liberal Arts & Science Honors Program

Date: August 28, 1989

Re: Articulation of LA&S Honors Program
with EXCEL Honors Program

Having read the EXCEL proposal carefully and with great interest and having also discussed it briefly with our Honors Committee, I can say that I see no major problems in articulating the two programs, especially since their respective criteria for eligibility are identical. EXCEL students it seems can participate as fully as they wish, not only in the LA&S Honors courses (assuming they maintain a 3.5 G.P.A.), but also in other aspects and activities of our program (e.g., the Honors Dorm, special programs, etc.). As Coordinator of the LA&S program, I will make every effort to develop a close working relationship with the person(s) responsible for EXCEL. Good luck with your proposal!

JHG/jmm



GLASSBORO STATE COLLEGE

Curriculum and Instruction: Elementary/Early Childhood Education Department

Glassboro, New Jersey 08028-1758 (609) 863-6363

To Whom It May Concern:

As chairperson of the Department of Curriculum and Instruction: Elementary/Early Childhood Education I am both pleased and proud to write this letter of support for the EXCEL Honors Program.

While all teacher education programs share as their goal the selection, training and certification of high quality candidates as future teachers, this program gives special recognition to those high school candidates who have demonstrated a high level of academic excellence. The EXCEL Honors Program consistent with both Governor Kean's interest in attracting the brightest and the best into teaching to insure a brighter future for New Jersey's youth and Glassboro State College's commitment to providing the best training possible in the field of pre-service teacher training.

Cordially,

Carl L. Calliari, Ed.D.
Chair

CLC/djb



GLASSBORO STATE COLLEGE

Curriculum and Instruction: Elementary/Early Childhood Education Department

Glassboro, New Jersey 08028-1758 (609) 863-6363

August 24, 1989

To Whom It May Concern:

As academic advisor for the Elementary/Early Childhood Education Department, I am aware of the need to attract and keep prospective teacher candidates who are part of the most academically talented in the applicant pool.

I believe the EXCEL Honors Program is designed to accomplish this challenge by providing a program with many exciting and enriching features.

The EXCEL Honors Program has my total support.

Very truly yours,

Evelyn Borgen, Ed.D.
Undergraduate Advisor

EB/djb



GLASSBORO STATE COLLEGE

Curriculum and Instruction: Elementary/Early Childhood Education Department
Glassboro, New Jersey 08028-1758 (609) 863-6363

August 24, 1989

Dear Dr. Calliari:

The Excel Honors Program is a worthwhile endeavor. It gives the qualified student an opportunity to "excel" and at the same time encourages him to develop deeper inroads into his professional development. The opportunity to begin Graduate study early and continue in a Graduate program is exactly what is needed. This model will serve the college and the community well.

Sincerely,

Louis Molinari/ka

Dr. Louis Molinari
Graduate Advisor
Elementary/Early Childhood Education

LM:kaa



State of New Jersey

DEPARTMENT OF EDUCATION
GLOUCESTER COUNTY SUPERINTENDENT

R.D. 5, BOX 635
635 N. BLACK HORSE PIKE
WILLIAMSTOWN, N. J. 08094
(609) 629-5900

PETER B. CONTINI
SUPERINTENDENT

SAUL COOPERMAN
COMMISSIONER

August 17, 1989

Dr. Peg Cagney
Glassboro State College
Reading Department
Glassboro, NJ 08028

Dear Dr. Cagney:

I received a copy of the proposal, Five Year Honors Program in Elementary/Early Childhood Education, from Dr. Calliari which I reviewed.

I generally support the concept of an honors program for academically gifted students and specifically, the proposal put forth by Glassboro State College.

Sincerely,

A handwritten signature in cursive script that reads "Peter B. Contini".

PETER B. CONTINI, Ed.D.
County Superintendent of Schools

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