The College of New Jersey
New Degree Program Approval Process Cover Page

Directions: Complete this cover page at Step 5 in the Degree Program Approval Process policy (https://policies.tcnj.edu/?p=215) before sending the proposal to the Steering Committee. Submit as a packet the following documents to the co-chairs of the Steering Committee via email: a cover memo from the dean; this cover page; the degree program proposal; and any additional attachments. The Steering Committee will then forward these materials to the Committee on Academic Programs (CAP) for review. Note: the materials for proposed graduate programs should include documentation of review and recommendation by the Graduate Studies Council, and the materials for proposed teacher education programs should include documentation of review and recommendation by the Teacher Education Council.

Degree Program Title and Designation: ECE-ELE Post-Baccalaureate Dual Certification Program with Option for M.Ed. in Early Childhood and Elementary Education

Home School: School of Education

Home Department: Dept. of Elementary and Early Childhood Education

Contact Person for Information about this Proposal: Drs. Arti Joshi & Jody Eberly

Proposed Semester/Year for Program to Begin: Summer 2020

Briefly describe the proposed program. If applicable, list other departments and schools with courses included in the program: The Department of Elementary/Early Childhood Education proposes the creation of a new post-baccalaureate dual certification program in Early Childhood (P-3) and Elementary Education (K-6). This new program will differ from our current MAT programs in the following ways: a) creating a certificate program (fewer credits than a MAT – 27 credits versus 36 credits); b) offering both early childhood and elementary certification in one program; and c) providing an option to add an M.Ed. in Early Childhood and Elementary Education following completion of the dual certification program. By creating a post-baccalaureate dual certification program with an option to add courses to complete an M.Ed, the proposed program will fill a gap for prospective students who are interested in teaching the younger ages by providing them a certificate that gives them the flexibility to teach grades from preschool through grade 6. The program includes one course as part of the dual certification RDLG 537 which is offered in Dept. of Special Education, Language and Literacy. Additional courses that are offered as options for M.Ed. track are also offered in the Dept. of Special Education, Language and Literacy.

_____ _
Department Chair James Beyers

_March__31, 2020____
Date

_____
School Curriculum Committee Chair

_____
Date

_____
Dean

 April 10, 2020_____
_____
Date

Consultation with Affected Units:

For undergraduate degree proposals, include a signature from the associate provost of liberal learning indicating that the proposed curriculum meets the Liberal Learning requirements as of the date signed.

_____   _____
Associate Provost for Curriculum and Liberal Learning   Date

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

_T_ _Y_____   __4-13-20_____
Vice Provost and Dean of Graduate Studies   Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

_Taras Pavlovsky_____   __April 13, 2020_____
Dean of the Library   Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

_____   _____
Department Chair   Date

_____   _____
          Date

_____   _____
          Date

_____   _____
Dean   Date

_____   _____
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_____   _____
          Date

Final Steps in the Approval Process

After review through college governance, the Steering Committee will forward CAP's recommendation to the provost and president, who will submit the proposal to the Board of Trustees for review and approval. Before a new degree program may be implemented, it must be reviewed by the Academic Issues Committee of the New Jersey Presidents' Council and approved by the New Jersey Presidents' Council.

The Department of Elementary/Early Childhood Education proposes the creation of a new post-baccalaureate dual certification program in Early Childhood (P-3) and Elementary Education (K-6). We currently offer two distinct MAT programs each with separate certifications in Early Childhood and Elementary Education; however, we propose streamlining our graduate programs by replacing the current MAT programs with the proposed program. This new program will differ from our current MAT programs in the following ways: a) creating a certificate program (fewer credits than a MAT – 27 credits versus 36 credits); b) offering both early childhood and elementary certification in one program; and c) providing an option to add an M.Ed. in Early Childhood and Elementary Education following completion of the dual certification program. This move would help fulfill Strategic Priority III (Strategic Plan) of promoting our college's distinctive identity at the programmatic level by fulfilling this unique niche of a dual certification program.

As outlined in the values under the strategic plan, we at the department level have been engaged in ongoing self-reflection in assessing the quality of our programs, both in terms of academic rigor and fiscal responsibility. Based on this self-reflection over the past few years it was evident that our MAT graduate programs needed to be redesigned. The Department of Elementary and Early Childhood Education has offered graduate programs for initial certification (Masters of Arts in Elementary Education and Masters of Arts in Early Childhood Education) for over 16 years (since 2002). For many of those years the enrollment and graduate rates were robust. Our MAT program has been noted for its high quality and competitive program offerings with neighboring peer institutions. However, within the past several years with the changing economy, the cost of graduate school, particularly degree programs, has increased making it less feasible and attractive for many potential candidates. Given this trend, our program enrollment and graduate numbers decreased substantially. Looking at data from 2014- to 2018, for both the Elementary MAT and the Early Childhood Education programs, the number of applications and admits dropped over the years.

Plan Code	Plan Description	Admissions Academic Year	Applied	Offered Admission	Deposited
ELEC_MAT01	Elementary Education	2014-2015	29	21	13
	Elementary Education	2015-2016	25	20	14
	Elementary Education	2016-2017	16	9	7
	Elementary Education	2017-2018	18	6	5

Plan Code	Plan Description	Admissions Academic Year	Applied	Offered Admission	Deposited
ELEC_MAT02	Early Childhood Education A	2014-2015	17	11	10
	Early Childhood Education A	2015-2016	7	5	3
	Early Childhood Education A	2016-2017	10	9	9
	Early Childhood Education A	2017-2018	4	2	2

A careful study of the graduation rates also indicated a steady decline in our program graduates.

Program / Year	ELE MAT	ECE MAT	
		Option A	Option B
2007-2008	20	3	-
2008-2009	22	3	-
2009-2010	29	4	3
2010-2011	22	1	0
2011-2012	16	2	1
2012-2013	12	11	2
2013-2014	8	7	2
2014-2015	12	11	1
2015-2016	14	2	3
2016-2017	5	5	3
2017-2018	4	4	1

With these low numbers it has been difficult to maintain a healthy cohort for offering courses within the program on a regular basis and has become difficult to sustain the programs fiscally and in terms of faculty loads.

At the same time employers' demand and interest in our program graduates have remained consistent. Anecdotal records from both schools (who typically hire our graduates) and prospective applicants indicated the quality and high standards of our teacher preparation program. Therefore, it was deemed necessary to redesign our graduate offering to make it more competitive and fiscally sound, which can be accomplished by creating a post-baccalaureate certificate program that offers dual certification in both elementary and early childhood education. Another rationale for the development of this post-baccalaureate dual certification program is to combine our resources for fiscal stability. This would align well with our strategic plan to develop targeted graduate programs.

By creating a post-baccalaureate dual certification program with an option to add courses to complete an M.Ed, the proposed program will fill a gap for prospective students who are interested in teaching the younger ages by providing them a certificate that gives them the flexibility to teach grades from preschool through grade 6. This is especially pertinent in the current time where Departments of Education in many states

across the country are promoting the idea of integrating preschools within the public-school domain, thus making our program graduates more marketable. Our program will not only meet the needs of future teacher candidates by making them highly marketable as dual certified teachers, we will also ensure that our courses run with more robust numbers. Additionally, it will make our program appealing and cost effective for potential students, making our TCNJ program an attractive choice.

2) Evaluation and Learning Outcomes Assessment Plan

Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP) and through their individual Specialized Professional Association (SPA). The SPA for this program would be National Association for Education of Young Children (NAEYC) and CAEP's Elementary Education Standards.

As per the College's procedures for program strategic planning and periodic review, the program will engage in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and analysis of assessment data.

Assessment of Student Learning Outcomes at Course/Program Level

Program Goals: Consistent with The College of New Jersey's clear public service mandate, the School of Education is committed to preparing exceptional teachers and clinicians. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow, and deserve teachers who respect their individual needs and circumstances while striving to give them the knowledge and skills to be successful in the larger society.

Through ongoing partnerships with our colleagues in K12 education and state government, faculty of the School of Education remain dedicated to the core mission of producing high-quality professionals who possess solid content knowledge, demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their schools and clinics.

Students graduating from the proposed post-baccalaureate dual certification program will be dual certified to teach Early Childhood and Elementary Education. The program is designed to prepare the teacher candidates to effectively meet the needs of all students, preschool through 6th grade. Teachers who have successfully completed the program will have the content knowledge, pedagogical mastery, practical experience, and flexibility to adapt to a wide variety of classroom contexts, and will demonstrate best practices in differentiating teaching for diverse learners.

1. Alignment with CAEP
Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP), which accredits the program, and through their individual Specialized Professional Association (SPA). The SPA for this program would be CAEP

for Elementary Education and National Association for Education of Young Children for Early Childhood Education.

TCNJ completed its final NCATE review before its transition to CAEP in 2015 where the School of Education retained its accreditation. The next CAEP review will occur in Fall 2022. We hope to complete the "CAEP Program Review" option with available data since we hope the program will be initially offered by Summer 2020.

As students progress through the program, the program coordinator will track student outcomes using LiveText, disaggregating data from other graduates in the School of Education graduate programs, drafting reports to the accrediting agency, and general oversight of the program. The program will rely on a variety of data sources to ensure alignment with the most recent [CAEP standards for accreditation](#):

> **Standard 1** – Content and Pedagogical Knowledge. *The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.*
> - The program plans to utilize data generated and input into LiveText to disaggregate student-level data to gauge student performance, evaluate the effectiveness of specific courses, and the overall quality of the program.
>
> *Standard 2* – Clinical Partnerships and Practice. *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.*
> - The program will build upon the effective field experiences and clinical practices that exist within the Elementary and Early Childhood Education programs.
>
> **Standard 3** – Candidate Quality, Selectivity, and Recruitment. *The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.*
> - See the section titled *Program Entrance, Retention, and Exit Standards* for description of measures used for recruitment and support of candidates.
>
> *Standard 4* – Program Impact. *The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and*

schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

● The Office of Career Services at TCNJ will work with the State of New Jersey to compile both quantitative and qualitative data relating to teacher satisfaction and assessment of teacher effectiveness among graduates of the program.

Standard 5 – Provider Quality Assurance and Continuous Improvement. *The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.*

● As per the College's procedures for program strategic planning and periodic review, the major will engage in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and analysis of assessment data. The major, as outlined in the following pages, will also meet all of the College's Liberal Learning goals and objectives (https://liberallearning.tcnj.edu/).

2. Student Learning Goals:
The following five principles form the framework for the learning goals of the proposed program. Students graduating from the program will be able to:

1. Demonstrate Subject Matter Expertise

   Develop a solid base of knowledge in such areas as literacy, numeracy, child development, learning theory, exceptionality, and pedagogical techniques. All teaching candidates who complete their programs at The College of New Jersey eligible are to be considered "highly qualified."

2. Demonstrate Excellence in Planning and Practice

   Develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. Possess an in-depth understanding of human growth and development in order to make developmentally appropriate decisions. Adopt a social-constructivist perspective of learning and understand its implications for student-centered planning. Scaffold learning experiences, and use a wide repertoire of instructional strategies, including appropriate use of current technology.

3. Demonstrate a Commitment to All Learners.

   Implement the principles of culturally responsive teaching and differentiated instruction, and understand the importance of partnerships with families, community members, and other professionals to address

students' diverse needs. Experience diverse teaching/clinical settings in their programs at TCNJ and be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

4. Demonstrate a Strong, Positive Effect on Student Growth.
Understand how to accurately assess learners' strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data driven instruction or interventions. Demonstrate an ability to effectively communicate information to a variety of audiences, including parents and guardians.

5. Demonstrate Professionalism, Advocacy, and Leadership.
Demonstrate a commitment to on-going development of theoretical knowledge and practical skills throughout candidates' professional career. Understand the importance of educational research, professional development, and reflective practice. Understand how to advocate for the needs of students, peers, and the educational profession in both local and broader contexts.

In addition, the proposed program will satisfy the following **Middle States** student learning outcomes:
- *Critical Reasoning and Research Skills*
- *Written and Oral Communication*
- *Information Literacy Skills*
- *Technology Fluency*

3. Student Learning Outcomes:
These student learning outcomes, consistent with the New Jersey Professional Standards for Teachers, will be met through coursework and experiential learning. Formative and summative assessment will be conducted throughout the course of studies to ensure students meet standards and competencies specified for the courses and program. These assessments include:
- Course embedded assessments including objective and subjective exams, written assignments and projects evaluated by a rubric
- Research papers and presentations, including literature reviews, and action research projects
- Classroom observations and written reports, including analytical reflections on best practices
- Field-based, supervised clinical teaching experiences

Performance Assessment for Teacher Certification
Successful completion of the edTPA performance assessment is required for all candidates seeking a certificate of eligibility with advanced standing in NJ after September 1, 2017. The structure in place in the current Elementary and Early Childhood Education Program will be adopted to meet the needs of students who will complete the edTPA.

Elementary and Early Childhood education takes several steps to support teacher candidates (TCs) as they develop their edTPA portfolios. During both the Clinical I and Clinical II experiences, students are enrolled in discipline specific courses (the methods and capstone courses respectively), which will focus on the content and skills needed to address the edTPA requirements. At the start of Clinical II, TCs take part in a two-day boot camp. During this boot camp, they reflect on their educational philosophy and the research/theory that supports their philosophy. This provides a strong foundation on which TCs can build their edTPA work. During the boot camp, TCs review the edTPA portfolio tasks that they have been exposed to in their Clinical I experience. They work with professors to analyze sample edTPA portfolios as compared with the demands stated in the handbook and the rubrics, and they take a deep dive into academic language. Finally, TCs attend a presentation by the certification officer on attaining parental consent for student in their class to be videotaped, registering for TCNJ video equipment, and best practices for videotaping.

Throughout the semester, capstone professors ensure that TCs understand the demands of each task. TCs also attend three writing days and an upload session at which the certification officer reminds them of all of the required elements of each task and provides technological support for students who are accessing the LiveText database and submitting their final portfolios.

Early Childhood-Elementary Dual Certification Core Curriculum Mapped with **Interstate Teacher Assessment and Support Consortium Standards,**
New Jersey Professional Standards for Teachers, & CAEP 2018 K-6 Elementary Teacher Preparation Standards for (Initial Teacher Preparation)

CAEP 2018 K-6 Elementary Teacher Preparation Standards (ITP) Revise for detail		Elementary 1.a, 1.b	Elementary1b, 1.c	Elementary 2a, 2.b, 2.c	Elementary 2.b, 2.c, 2.d, 4.c	Elementary 3.a, 3.b, 3.c	Elementary 3.c, 3.d, 4.a	Elementary 3.c, 3.f,4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g	Elementary 5.b, 5.c	Elementary 1.c, 5.a, 5.c
NAEYC Standards for Early Childhood Preparation Programs	NAEYC: 1	NAEYC: 1	NAEYC: 2	NAEYC: 5	NAEYC: 5	NAEYC: 3	NAEYC: 4	NAEYC: 4	NAEYC: 6	NAEYC: 2, 6
New Jersey Professional Standards for Teachers	NJPST:1	NJPST:2	NJPST:2, 3	NJPST:4, 5	NJPST:5	NJPST:6	NJPST:7	NJPST:8	NJPST:9	NJPST: 10. 11
Interstate Teacher Assessment and Support Consortium	**InTASC: 1**	**InTASC: 2**	**InTASC: 3**	**InTASC: 4**	**InTASC: 5**	**InTASC: 6**	**InTASC: 7**	**InTASC: 8**	**InTASC: 9**	**InTASC: 10**
I SUMMER										
EPSY 523: Advanced Child and Adolescent Development										
SPED 605: Language/Reading Strategies for Students w/Disabilities RDLG 537: Literacy Strategies, Assessment and Instruction in Reading	✪	✪	✪				✪	✪		
II FALL										
EDUC 694: Internship I										
ECED 620: Multicultural and Social Foundations of Emergent and Early Literacy										
ECED 504: Teaching Young Children: Creating and Sustaining Classroom Communities										
ELEM 522 Methods of Teaching Science and Mathematics in an Inclusion Classroom										
III SPRING										
ELEM 695 Internship II (Clinical Experience II)										
ELEM 690: Student Teaching Seminar in Elementary Education EDUC 211:										
ECED 560: Curriculum Experiences for Young Children in Inclusive Classrooms										

This alignment matrix is offered as a guide to provide a broad overview of the connections between the edTPA Common Architecture, and the NAEYC Standards for Early Childhood Preparations Programs, InTASC Model Core Teaching Standards, and the CAEP 2018 K-6 Elementary Teacher Preparation Standards. This does not capture the complexity and depth of these standards in their entirety.

edTPA Task 1 Rubrics	CAEP	NAEYC	InTASC	2018 K-6 Elementary Teacher
1 Planning for the Whole Child	1.1, 1.2, 1.4 1.5, 3.3	1, 2	2, 3, 4, 7, 8	1.a, 1.b
2 Planning to Support Varied Learning Needs	1.1, 1.2, 1.4 3.3, 3.6	1, 5	1, 2, 4, 7, 8	1.b, 1c
3 Using Knowledge of Children to Inform Teaching and Learning	1.1, 1.2, 1.4 1.5, 3.3	1, 2, 3, 4, 5	1, 2, 4, 7	1.b, 1c
4 Identifying and Supporting Language Development	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.5, 3.6	1, 2, 3, 4, 5	1, 2, 4, 5, 8	4.a, 4.b, 4.c, 4.f, 4.g
5 Planning and Assessment to Monitor and Support Children's Learning	1.1, 1.2, 1.4 1.5	3	1, 6, 8	3.a, 3.b, 3.c, 3.d
edTPA Task 2 Rubrics	**CAEP**	**NAEYC**	**InTASC**	**2018 K-6 Elementary Teacher**
6 Learning Environment	1.1, 1.2, 1.4 1.5, 3.3, 3.6	1, 5	2, 3, 8	1.b, 1.c
7 Engaging Children in Learning	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.5, 3.6	1, 5	2, 3, 4, 5, 8	3.a, 3.b, 3.c, 3.d
8 Deepening Children's Learning	1.1, 1.2, 1.3 1.4, 1.5, 3.5	1, 5	3, 4,5, 8	4.a, 4.b, 4.c, 4.f, 4.g
9 Subject Specific Pedagogy	1.1, 1.2, 1.3 1.4, 1.5, 3.5	5	3, 4, 5, 8	2.a, 2.b, 2.c, 2.d
10 Analyzing Teaching Effectiveness	1.1, 1.2, 1.4 1.5, 3.3, 3.6	5, 6	9	3.a, 3.b, 3.c, 3.d
edTPA Task 3 Rubrics	**CAEP**	**NAEYC**	**InTASC**	**2018 K-6 Elementary Teacher**
11 Analysis of Children's Learning	1.1, 1.2, 1.4 1.5, 3.6	3, 4, 5	6	3.a, 3.b, 3.c, 3.d
12 Providing Feedback to Guide Learning	1.1, 1.2, 1.4 1.5, 3.6	3, 4, 5	6	4.d
13 Children's Use of Feedback	1.1, 1.2, 1.4 1.5, 3.6	3, 4, 5	6	4.c
14 Analyzing Children's Language Development	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.6	3, 4, 5	1, 2, 4, 5	

15 Using Assessments to Inform Instruction	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.5, 3.6	3, 4, 5	6, 7, 8, 9	3.a, 3.b, 3.c, 3.d, 3.e, 3.f

c. Relationship to Institutional Strategic Plan and Impact on its own Offerings

The guiding framework for all of the academic programs at the School of Education (SOE) is a commitment to educating teachers, counselors, and school administrators who are agents of change for children and communities and who demonstrate all of the following competencies:

➢ Expertise in their chosen subject matter
➢ Excellence in curriculum planning and practice
➢ A commitment to all learners
➢ A strong, positive effect on student growth
➢ A foundation for professionalism, advocacy, and leadership

The school offers 4-year undergraduate programs, 5-year integrated BS and MAT programs, and master degree programs. The proposed dual certification program in Early Childhood and Elementary Education would help to support the mission and the strategic goals of the SOE by offering a coherent program that provides students with the knowledge and skills to be successful P-6 teachers.

Relationship to Institutional Strategic Plan and Priorities

College-wide Strategic Plan		How the program meets priority:
TCNJ Strategic Priorities	**TCNJ Strategic Goals**	

Priority 1: *Attract and retain talented students, faculty, and staff into a diverse, inclusive, and healthy campus.*	*1. Make inclusiveness and diversity a part of planning and daily operations*	➢ The ECE/ELE certification program will support this goal by attracting more students who are interested in majoring in elementary or early childhood education by providing them both certifications thereby supporting a college community that is more knowledgeable about issues of inclusivity and empathetic towards needs of students from preschool to grade 6. ➢ Diversity & inclusiveness efforts as part of coursework & curriculum
	3. Improve retention of faculty, staff, and students.	➢ Currently the only option for TCNJ prospective graduate students who want to major in elementary or early childhood education is to apply for a separate master's degree program. ➢ The creation of a certificate with dual certification in ECE and ELE would provide prospective students with both certification in a cohesive program with 27 credits making it cost and time efficient. In addition, after graduating from the certification program, students would have the option of obtaining an M.Ed. with an addition of only 9 credits.
Priority 5: *Achieve a sustainable financial model that allows the college to realize its vision while maintaining quality and affordability for the students it serves.*	*2. Guided by a comprehensive enrollment plan that addresses undergraduate, graduate and continuing education, grow net tuition revenue by growing targeted enrollments*	➢ The creation of a certificate with dual certification in ECE and ELE would provide prospective students with both certification in a cohesive program with 27 credits making it cost and time efficient. In addition, after graduating from the certification program, students would have the option of obtaining an M.Ed. with an addition of only 9 credits.

d. Need

1. There has been a demonstrated interest from prospective students. Faculty members who attended Graduate open houses and other events all report that they receive numerous inquiries from students about whether TCNJ offers a certificate-only program for both Early Childhood and Elementary Education.

2. The Early Childhood coordinator receives inquiries (maybe 6-8 a semester) from teachers who hold K-6 certification asking how they could add P-3 certification. They ask this because positions become available in their school districts for preschool classes and they aren't qualified. Therefore, having dual certification is an advantage. Currently, within New Jersey, to add P-3 to an existing K-6 certification requires 24 credits of graduate level work.

3. New Jersey is currently expanding preschool in the public schools, which will mean many new preschool positions and having both P-3 and K-6 certifications will be an advantage for new teachers (and principals and districts who want to hire teachers who can teach multiple levels). In 2014, NJ received a 4- year preschool expansion grant from the federal government. Current NJ governor has also demonstrated a commitment to expanding high quality preschool programs. With this grant, 17 communities were to be added to the existing 35 school districts and would provide funding to providers for hiring of certified preschool teachers. (https://www.nj.gov/education/ece/psexpansion/).

4. Program coordinators and faculty on a regular basis receive positive feedback about the comprehensive nature and high quality of our teacher preparation program and their consistent willingness to hire our graduate students. Thus, the demand for our graduates/alumni has remained strong over the years and therefore offering dual-certification program in the Early Childhood and Elementary grades would provide a good market for our prospective students.

5. Currently there are only two peer institutions in New Jersey that offer a program that integrates the two disciplines in a post-baccalaureate program that leads to both Early Childhood and Elementary certifications. Rutgers University offers a 5- year program with an M.Ed. with certification in Elementary education and a p-3 certification (72 credits), while Monmouth University offers a MAT program (39 credits). Neither offers a certificate-only dual certification program leading to P-3 and K-6 certifications. If the proposed program is approved, TCNJ will be the first and only New Jersey institution of higher education to offer a post-baccalaureate dual certificate program designed to prepare highly qualified teachers prepared to teach any grade from preschool to sixth grade.

e. Students

The enrollment goal for this new degree program would be about 15-20 students per cohort. Students would be recruited through the College's ongoing processes and would be assisted by a web page on the EECE department's site and the graduate office program site. The Office of Graduate Admissions works diligently to attract, enroll, and retain a diverse student population.

f. Program Resources

Faculty and Support of Instruction:
The proposed program options will utilize faculty and adjuncts from the Department of Elementary and Early Childhood Education and the Department of Special Education, Language and Literacy. Dr. Jody Eberly and Dr. Arti Joshi, faculty members of EECE, have extensive experience with Early Childhood and Elementary Education and have

been instrumental in developing the proposed dual certification program. They, along with faculty members of the EECE and SELL Departments will teach the courses in the proposed program. Since the courses in the proposed program are existing courses, no new faculty is needed. In fact, this program should help boost enrollment in the courses since they will be taken by candidates who would otherwise be in two different MAT programs (the MAT in Early Childhood and the MAT in Elementary Education).

Courses in the Major	Current # of Sections	Additional Sections Needed
Course Sequence		
EPSY 523	2/year	0
RDLG 537/SPED 605 Language Arts Literacy	1/year	0
ELEM 694 Internship I.	1/year	0
ECED 620 Multicultural & social foundations of emergent & early literacy	1/year	0
ECED 504: Teaching young children: creating & sustaining classroom communities	1/year	0
ELEM 522 Methods of teaching Math& Science in an inclusive classroom	1/year	0
ELEM 695 Internship II.	1/year	1 field supervisor per student
ELEM 690 Student teaching seminar	1/year	0
ECED 560 Curriculum experiences for young children in inclusive classrooms	1/year	0
EDFN 508 Research Methods	1/year	0
ECED 687 Faculty student mentored research	1/year	0
ESLM 577 Sociolinguistics and Cultural foundations	1/year	0
Any one of the following: EDUC 513 Collaboration, Consultation and Partnerships EDUC 614 Creating and Sustaining Classroom Communities	1/year	0
ELEM/ECED 700: Comprehensive Exam	2/year	0

Additional Equipment, Laboratory Support, Computer Support, Facilities
 Library resources are adequate because existing programs in the EECE and SELL Departments have been ordering texts and media resources related to the above topics for several years. No new resources or changes in budget requirements would be needed.

Equipment, Laboratory Support, and Computer Support: TCNJ has long recognized the value of computer technology in higher education and has invested tens of millions of dollars in installing and maintaining state-of-the-art computer labs and a high-speed fiber optic network. All classrooms in the new Education Building have been wired as "smart" classrooms, and one of the new classrooms was designed as an early childhood model classroom. The college also has extensive software collections that dovetail nicely with the proposed new programs. No new resources or changes in budget requirements would be needed.

Facilities: No additional facilities will be required. The new School of Education building, which houses a state-of-the-art computer lab, the STEM classroom and the new Early Childhood Model Classroom, along with other existing classrooms across campus, will provide adequate spaces for the proposed programs. No new resources or changes in budget requirements would be needed.

4. Degree Requirements

In addition to completing the coursework in the proposed programs, all candidates in the proposed programs will have completed a Bachelor's Degree with 3.0 cumulative average and at least 60 credits of liberal learning with at least 2 courses in Math, 2 courses in Science, 2 courses in English, and 2 courses in Social Studies (at least one Social Studies course must be a U.S. History course). Candidates will need to demonstrate Basic Skills competency, as required by the NJDOE, through PRAXIS Core, GRE, SAT or ACT scores.

Education Courses: In designing the proposed new program, only existing courses are utilized. The courses were chosen based on requirements to meet accreditation and NJDOE requirements. They are courses from the existing MAT in Early Childhood and MAT in Elementary Education. The dual certification program will consist of nine 3-credit courses and candidates may opt to complete three additional 3-credit courses to add an M. Ed in Early Childhood and Elementary Education, thus making the Masters option the same number of credits as our current MAT programs in Early Childhood and Elementary Education.

Field (Clinical) Experiences: The field experiences in the dual certification program will mirror the field experiences in the two existing MAT programs in Early Childhood and Elementary Education. Candidates will begin the program in the summer with two courses, a child and adolescent development course and a reading course. The child and adolescent course does not have a traditional field experience; however, candidates spend a substantial amount of time observing a child for a child study. This is consistent with both existing MAT programs. In the Fall, candidates engage in their first significant clinical experience in EDUC 694 Internship I. In the Spring, candidates engage in the second major clinical experience in Internship II (student teaching). In addition, candidates will engage in minor field experiences requiring candidates to observe and teach students in early childhood or elementary classrooms in ECED 560 and ECED 620.

After completing the dual certification program, candidates will have the option to take 3 additional 3-credit courses to earn an M.Ed. in Early Childhood and Elementary Education. Candidates will have some options with respect to these three additional courses.

Sample course sequence shows the proposed dual certification program and the optional courses to add the M.Ed.

Sample Course Sequence

Certification program requirements: 27 credits		
Semester/ Course	Credits	Other notes
I. Summer	**6**	**Blended/ Online**
1. EPSY 523 Advanced child & adolescent development	3	Summer session 2. (25 hrs. of "field")
2. RDLG 537/SPED 605 Language Arts Literacy	3	Meets literacy 1 req. (25 hrs. of "field")
II. Fall	**12**	**Face to face**
3. ELEM 694 Internship I.	3	½ preK and other ½ elementary placement
4. ECED 620 Multicultural & social foundations of emergent & early literacy	3	Meets literacy 2 req.
5. ECED 504: Teaching young children: creating & sustaining classroom communities	3	With content covered till elementary grades
6. ELEM 522 Methods of teaching Math & Science in an inclusive classroom	3	
III. Spring	**9**	**Face to face**
7. ELEM 695 Internship II.	4	
8. ELEM 690 Student teaching seminar	2	
8. ECED 560 Curriculum experiences for young children in inclusive classrooms	3	With content covered till elementary grades
M.Ed. option- additional 9 credits (total of 36 cr.)		
1. EDFN 508 Research Methods Or D 687 Faculty student mentored research	3	
2. ESLM 577 Sociolinguistics and Cultural foundations	3	
3. SPED elective choice: (pick one) EDUC 513 Collaboration, Consultation and Partnerships EDUC 614 Creating and Sustaining Classroom Communities	3	
4. ELEM/ECED 700 Comprehensive exam	0	

Introductory Course: Knowledge Level

EPSY 523: Advanced Child and Adolescent Development
This course is designed to provide practicing and pre-service teachers with opportunities to examine human growth and development issues as they are directly tied to the improvement of instruction and learning in multicultural settings. Effective educators possess understanding of, and the abilities to critique and appropriately apply, the most current knowledge base and theories of child growth and development. Students in this course will be presented with opportunities to enhance their knowledge base and their critiquing and application skills so as to increase their efficacy in the teaching-learning scenario. Students in this course will be required to participate in the professional tasks of consuming, assessing, applying, and/or creating knowledge of ¿how¿ students grow and learn. Through case analyses, discussions, lectures, role-playing, action research, and group activities, students will apply a variety of theoretical concepts relative to the physical, cognitive, language, and psychosocial development of humans, with emphasis on early childhood through early adolescent youth (PK/8).

RDLG 537/SPED 605: Language Arts Literacy:
 Examination of the interrelationships among the language arts; learners' language abilities and needs; instruction in word recognition, comprehension, study skills, content area reading; the organization of the reading program; and parental involvement.

Intermediate: Supported Application and Knowledge Synthesis Level

ECED 620: Multicultural and Social Foundations of emergent and early literacy:
An advanced course devoted to an in-depth study in emergent and early literacy in a multicultural context.

ECED 504: Teaching young children: creating & sustaining classroom communities
Review of the development of preschool education, characteristics of young children, basic practices in early childhood teaching, and recent trends and issues. Importance of experiences in guiding learning, observation, and participation

ELEM 522 Methods of teaching Math & Science in an inclusive classroom:
This course focuses on the curriculum and methodology for teaching science and mathematics in inclusive classrooms, with an emphasis on methods for special educators who are meeting the needs of children with disabilities or learning challenges. It examines the elementary school science and mathematics curriculum, how children learn science and mathematics, and methods and strategies appropriate for teaching topics in these areas to students with special needs. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.

ELEM 694: Internship/ Clinical experience I
The Internship I experience will revolve around observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. It will include weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of

teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.

Advanced Level: Instructional Design and Implementation

ELEM 695 Internship II (Clinical Experience II)
 The Internship II experience will be a full semester. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

ELEM 690: Student teaching seminar
This seminar will expose participants to a range of interesting topics across the disciplines. Sessions will be offered primarily by guest experts who will share their passion for their topics and give participants learning opportunities similar to those they should be providing their own elementary school students.

ECED 560: Curriculum experiences for young children in inclusive classrooms
Basic concepts underlying a desirable curriculum for young children. The role of the teacher in curriculum planning. Emphasis upon the major curriculum areas.

Advanced Level: Analysis and research

EDFN 508: Research methods:
This course is intended to (a) familiarize students with basic research concepts and their application within the field of education, (b) aid students in becoming well informed consumers of research, (c) highlight the tension between methodological ideals and real-world data collection basic, (d) demonstrate how data can be used to inform school administrative, curricular and pedagogical practices, (e) provide students the opportunity

Or ECED 687 Faculty student mentored research:
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ESLM 577 Sociolinguistics and Cultural foundations
This course provides an introduction to sociolinguistics and cultural foundations of second language education. We focus on what it means to engage in culturally responsive classroom teaching and the role and nature of culture in the second language context. Topics we explore include: multilingualism, English as a lingua franca, language variation, racism, immigration, gender, speech acts, pragmatics, intercultural pragmatics, communicative competence, among other topics. We also keep up-to-date with latest trends in applied linguistics, such as Conversation Analysis (CA) and its contribution to second language pedagogy.

1. *SPED elective *any one)*
EDUC 513 Collaboration, Consultation and Partnernships: This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational and habilitative systems. Collaborative teaming

skills and productive planning processes on behalf of children with disabilities will be developed. Students will be guided through a series of lectures, readings, and -activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation. It is expected that the students will demonstrate these skills within their professional environment.

EDUC 614 Creating and Sustaining Classroom Communities: This course will expose students to research-supported "best practices" in the areas of schoolwide behavior supports, classroom-wide behavior supports, individualized behavior supports, as well as inclusion. The course promotes the development of a position of inquiry toward behavior that is reflective, proactive, and non-aversive. The emphasis is not merely on reactive or deceleration-oriented approaches toward behavior but on prevention and quality-of-life changes. Students will develop varied skills, such as the ability to analyze the various models that are currently used; observe varied classroom- and school based-settings; use discipline-based tools of inquiry such as a functional behavioral analysis; identify strategies of instruction and classroom organization that create inclusive classroom communities; and widen their knowledge with respect to the best practices that are currently recognized as being effective. The discussions and experiences in this course should enable students to define their own position with respect to challenging behaviors by the end of the course. Discussion of student observation journals, case studies, video analysis, and other problem-solving exercises will be an ongoing part of this course.

Program Entrance, Retention, and Exit Standards

Admission Requirements: Bachelor's degree from an accredited or approved institution Min 3.0 GPA. Passing score on a State approved test of basic skills (e.g. GRE or Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here: http://education.tcnj.edu/offices-partnerships/certification/ Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/ sciences course work Undergraduate program must include: English—two college-level courses minimum Mathematics—two college-level courses minimum Science—two college-level courses minimum Social Studies—two college-level courses minimum (one of the courses must be U.S. History). Graduation Requirements: Graduation Requirements: Cumulative grade point average of 3.0 in the certificate program.

Completion of all departmental requirements/prerequisites Grade of B– or better in Internship/Clinical experience II And grade of B– or better in any methods courses(s) 27 credits. Passing score on the state mandated edTPA and Praxis II.

Administrative Costs (including Accreditation Costs): Release time for a coordinator of the proposed new program will be needed. However, with the existing MAT in Early Childhood and MAT in Elementary Education being discontinued, this release time will not change or create additional burden on the current budget for the coordinator.

The proposed programs are designed to meet the accreditation requirements of CAEP, however, since we are recommending that this dual certification program replace the two MAT programs in Early Childhood and Elementary Education, there should not be additional funds required.

Financial Impact on the Institution and Programs Within the Institution:

Since the proposed new program will be the only integrated Early Childhood and Elementary post-baccalaureate dual certification program in the state, it is expected that it will attract additional applicants to TCNJ. The applicant pool early on is expected to be relatively small until publicity and word of mouth spreads. The new candidates are expected to fit comfortably into our existing classes.

The main question is how this new program will affect enrollments in classes that are currently a part of the existing MAT in Early Childhood and MAT in Elementary Education, but are not a part of the proposed program. Specifically, these courses include EDUC 513, RDLG 537 & 579, 570, EDUC614, (all offered through SELL Dept) and EDUC 501, MATH 596, ELEM 521, ELEM 520 (offered in EECE Dept). Discussions will be held with the SELL department regarding the impacted courses; however, since the courses are part of their offerings in their graduate program, no significant changes are anticipated (with the exception of maybe reduction in the number of sections offered).

If candidates opt to add the 3 additional courses to earn the M.Ed., those courses, while existing courses, will feel an impact because they are not currently a part of our MAT in Early Childhood and MAT in Elementary Education. Specifically, candidates will be required to take ESLM 577 Sociolinguistics and Cultural Foundations, which is not a part of either MAT programs; and either EDFN 508 Research Methods or engage in Faculty Student Mentored Research through ECED 687 (neither of these courses are part of either MAT program). However, it is it important to note that all of the above-mentioned courses are currently offered in other departments and programs and do not need any additional modifications. We do not expect very high number of students to pursue the M.Ed. option and therefore this would not create extra burden for faculty who currently teach these courses. Additionally, with the exception of ESLM 577, there are various options that students could choose to fulfill their credits, thus providing flexibility for scheduling and managing course enrollments.

5. Consultant's CV

Laurie Blanteno Hanich

Spring 2020

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PROFESSIONAL EXPERIENCES

Professor, Department of Educational Foundations, Millersville University (fall 2012-present)

Associate Professor, Department of Educational Foundations, Millersville University (fall 2008-spring 2012)

Assistant Professor, Department of Educational Foundations, Millersville University (fall 2002-spring 2007)

Postdoctoral Project Coordinator, Children's Math Project, University of Delaware (June 2001-August 2002)

EDUCATION

Ph.D. in Education (May 2001), *University of Delaware*
Dissertation topic: *Performance across Different Areas of Mathematical Cognition in Children with Learning Difficulties*
Program concentration: Cognition, Development, & Instruction
Minor specialization: Measurement, Statistics, & Evaluation
M.A. in Education (January 1997), *University of Delaware*
B.A. in Psychology (May 1993), *Temple University*

AWARDS & HONORS

Ermaleen B. Etter Faculty Research Award, Millersville University (spring 2005, spring 2010, spring 2013)

Invited Speaker, Commencement, College of Human Services, Education and Public Policy, University of Delaware (spring 2001)

Bloch Fellowship, College of Human Services, Education and Public Policy, University of Delaware (fall 2000-spring 2001)

Frank B. Murray Award for Excellence in Graduate Research in Education, School of Education, University of Delaware (spring 2000)

Distinguished Graduate Student in the College of Human Services, Education and Public Policy Award, University of Delaware (spring 1998)

TEACHING

TEACHING EXPERIENCE

Undergraduate
- EDFN 241 (Psychological Foundations of Teaching)
- EDFN 301 (Pedagogy Seminar for Mathematics Education)
- EDFN 471 (Student Teaching Seminar on Differentiation)
- UNIV 101 (Freshman Seminar)
- UNIV 103 (The Great IQ Debate)

Graduate
- ACTE 633 (Responding to Individual Differences in Online Learning Environments)
- EDFN 545 (Advanced Educational Psychology)
- EDFN 601 (Research Methods and Design)
- EDFN 587 (Topics: Motivation in Education)
- EDFN 589 (Topics: Research in Mathematics Learning Disabilities)
- EDFN 588 (Topics: Contemporary Issues in Educational Leadership)
- EDFN 669 (Educational Leadership Seminar)

SCHOLARSHIP

JOURNAL PUBLICATIONS

Mazzocco, M.M.M., Myers, G.F., Lewis, K.E., Hanich, L.B., & Murphy, M.M. (2013). Limited knowledge of fraction representations differentiates middle school students with mathematics learning disability (dyscalculia) v. low mathematics achievement. *Journal of Experimental Child Psychology, 115,* 371-387.

Mazzocco, M.M., Hanich, L.B., Noeder, M.M. (2012). Primary school age students' spontaneous comments about math reveal emerging dispositions linked to later

mathematics achievement. *Child Development Research*. Doi: 10.1155/2012/170310.

Hanich, L.B. (2011). Motivating students who struggle with mathematics: An application of psychological principles. *Perspectives on Language and Literacy, 37(2),* 41-45.

Mazzocco, M.M.M. & Hanich, L.B. (2010). Math achievement, numerical processing, and executive functions in girls with Turner syndrome: Do girls with Turner syndrome have math learning disability? *Learning and Individual Differences*, *20,* 70-81.

Hanich, L.B., & Bray, J.S. (2009). No Child Left Behind: An Examination of Pre-service Teachers' Knowledge and Preparation. *PA Teacher Educator, 8,* 27-37.

Hanich, L.B. (2009). The use of student interviews for teaching pre-service teachers about motivation. *Teaching Educational Psychology, 5(1), 1-5.*

Murphy, M.M., Mazzocco, M.M.M., Hanich, L.B., & Early, M. (2007). Cognitive characteristics of children with mathematics learning disability (MLD) vary as a function of the cut-off criterion used to define MLD. *Journal of Learning Disabilities, 40(5),* 458-478.

Hanich, L.B., & Deemer, S. (2005). The relevance of educational psychology to teacher education programs. *The Clearing House 78(5),* 189-191.

Deemer, S., & Hanich, L.B. (2005). Using achievement goal theory to translate evidence based principles into practice in educational psychology. *The Clearing House, 78(5),* 197-201.

Hanich, L.B., & Jordan, N.C. (2004). Achievement-related beliefs of third-grade children with mathematics difficulties. *Journal of Educational Research, 97(5),* 227-233.

Jordan, N.C., & Hanich, L.B. (2003). Characteristics of children with severe mathematics deficiencies: A longitudinal perspective. *Learning Disabilities Research & Practice, 18(4),* 213-221.

Jordan, N.C., Hanich, L.B., & Kaplan, D. (2003a). Arithmetic fact mastery in young children: A longitudinal investigation. *Journal of Experimental Child Psychology, 85,* 103-119.

Jordan, N.C., Hanich, L.B., & Kaplan, D. (2003b). A longitudinal study of mathematical competencies in children with mathematics difficulties with and without co-morbid reading difficulties. *Child Development, 74,* 834-850.

Jordan, N.C., Kaplan, D., & Hanich, L.B. (2002). Achievement growth in children with learning difficulties in mathematics: Findings of a two-year longitudinal study. *Journal of Educational Psychology, 94,* 586-597

Hanich, L.B., Jordan, N.C., Kaplan, D., & Dick, J. (2001). Performance across different areas of mathematical cognition in children with learning difficulties. *Journal of Educational Psychology, 93,* 615-626.

Jordan, N.C., & Hanich, L.B. (2000). Mathematical thinking in second-grade children with different forms of LD. *Journal of Learning Disabilities, 33,* 567-578

Murray, F.B., Raths, J., & Blanteno, L. (1996). The decoupling of RER articles, critiques and rejoinders in the educational literature. *Review of Educational Research, 66,* 657-658.

MANUSCRIPTS IN PREPARATION

Hanich, L.B., & Deemer, S.A. (in preparation). Perceived mathematics competence and task value in children with different patterns of mathematics achievement. .

Hanich, L.B., & Deemer, S.A. (in preparation). A longitudinal study of achievement related beliefs in 2nd grade children with different patterns of mathematics and reading achievement.

BOOK CHAPTERS

Desmond, C.T., Kinder, W., Hanich, L.B., & Chukwu, O.C.B. (2020). Mindfulness in urban, impoverished schools: Research and practice. In I. Ivtzan, Ed. The Handbook of Mindfulness-Based Programmes: Mindfulness Interventions from Education to Health and Therapy. London: Routledge.

Hanich, L.B., & Deemer, S.A. (2010). Teaching educational psychology online: An examination of learning and motivation in a graduate course. In Greg Goodman (Ed.), *Educational Psychology Reader.* (pp. 231-241). New York: Peter Lang.

Hanich, L.B. (2010). The use of student interviews for teaching pre-service teachers about motivation. In Greg Goodman (Ed.), *Educational Psychology Reader.* (pp. 267-272). New York: Peter Lang (Published with permission as a reprint of article published in Teaching Educational Psychology, 2009)

Hanich, L.B., & Ward, J. (2006). Professional expectations and dispositions for Pennsylvania educators. In John Santrock (Ed.), *Educational Psychology.* (pp. lxvi - lxviii). Boston: McGraw-Hill.

Jordan, N.C., Hanich, L.B., & Uberti, H.Z. (2003). Mathematical thinking and learning difficulties. In A. Baroody & A. Dowker (Eds.), *The Development of Arithmetic Concepts and Skills: Recent Research and Theory*. Mahwah, NJ: Erlbaum.

PROFESSIONAL PRESENTATIONS

Hanich, L.B. (2018, April). Lessons Learned in the Trenches. Paper presented at the annual meeting of the American Education Research Association. New York, NY.

Deemer, S., Hanich, L., Butler, A. (2017, April). Communities of Practice: A Framework for Mentoring and Professional Development in Educational Psychology. Paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.

Shibley, L., DeSantis, V., Dostalik, L., & Hanich, L.B. (2014, December). *Beyond the Nuts and Bolts of Strategic Planning: Navigating the Contextual Environment.* Paper presented at the annual meeting of the Middle States Commission on Higher Education, Washington, DC.

Ward, J., Hanich, L.B., Dreon, O., & Wright, T. (2014, October). *Teacher Reflection After No Child Left Behind: What has changed?* Paper presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, PA.

Hanich, L.B., Murphy, M.M., & Mazzocco, M.M.M. (2014, April). *Children's Ratings of Likability and Task Difficulty Predict Their Mathematics Growth and Performance.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Deemer, S., & Hanich, L.B. (2014, April). *Creating an Issues-Based Course in Educational Psychology: Utilizing Case Studies and Current Events as a Catalyst for Learning.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Desmond, C.T., & Hanich, L. B. (2014, April). *The Effects of Mindful Awareness Practices on the Executive Functions of Early Adolescents in an Urban Middle School.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Mazzocco, M.M.M., & Hanich, L.B. (2011, March). *Numerical and working memory skills differentiate students with vs. without math learning disability.* Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Deemer, S., & Hanich, L.B. (2010, March). *Extending the canon: What research do we need about teaching educational psychology?* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Hanich, L. B., & Bray, J. (2009, October). *No Child Left Behind: An examination of pre-service teachers' knowledge and preparation.* Paper presented at the annual meeting of the Pennsylvania Association for Colleges of Teacher Education, Harrisburg, PA.

Hanich, L.B., & McDowell, L.L. (2009, October). *Assessing the impact of orientation programs.* Workshop presented at the Institute on First-Year Assessment, Charlotte, NC.

Deemer, S., & Hanich, L.B. (2009, August). *Utilizing achievement goal theory in educational psychology.* Roundtable discussion at the annual meeting of the American Psychological Association, Toronto, Canada.

Hanich, L.B. (2009, March). *Reflections from first-year teachers about their preparation to teach mainstreamed students with learning disabilities.* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Deemer, S., & Hanich, L.B. (2009, March). *Discussing the aims and scope of the teaching educational psychology (tep) journal.* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Hanich, L.B, McDowell, L., & Burns, T. (2009, February) *Beyond the book: Developing academic programming and assessing the common reading.* Panel discussion presented at the Annual Conference of the First-Year Experience, Orlando, FL.

Hanich, L.B., McDowell, L., & Foster-Clark, F. (2009, February). *A qualitative assessment of first-year students' understanding of liberal arts education and*

civic responsibility. Poster presented at the Annual Conference of the First-Year Experience, Orlando, FL.

Hanich, L.B., & Deemer, S. (2008, March). *A longitudinal examination of perceived mathematics competence and task value in children with discrepant patterns of mathematics achievement.* Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Burns, T., D., Foster-Clark, F.S., Hanich, L.B., McDowell, L.S., O'Neill, D.F., Phillips, C.Y., & Shibley, L.R. (2008, October). *Encouraging engagement: A comprehensive assessment of an initiative for first-year students.* Workshop presented at the National Conference on First-Year Assessment, San Antonio, TX.

Hanich, L. B., & Bray, J. (2008, February). *No Child Left Behind: What does it mean for teacher candidates?* Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, New Orleans, LA

Hanich, L.B. (2007, April). *The use of student interviews for teaching preservice teachers about motivation.* Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Foster-Clark, F., McDowell, L., Hanich, L., O'Neill, D., Burns, T., & Phillips, C. Y. (2007, February). *Encouraging engagement: Description and assessment of a general education initiative for first-year students.* Paper presented at the annual meeting of the First Year Experience Conference, Addison, TX.

Hanich, L.B., & Deemer, S. (2006, April). *Teaching educational psychology online: An examination of student motivation and learning in a graduate course.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Murphy, M.M., Mazzocco, M.M.M., & Hanich, L.B. (2006, April). *Cognitive characteristics of children with mathematics learning disability (MLD) vary as a function of the cut-off criterion used to define MLD.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Hanich, L.B., McDowell, L., & Anthony, C. (2006, February). *Developmental mismatch among freshman college students: Using first year seminars to bridge the gap.* Paper presented at the 25th Annual Conference on The First-Year Experience, Atlanta, GA.

Hanich, L.B., & Deemer, S.A. (2005, April). *Perceived mathematics competence and task value in young children with different patterns of mathematics achievement.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Deemer, S.A., & Hanich, L.B. (2004, April). *Using achievement goal theory to translate psychological principles.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Deemer, S.A., & Hanich, L.B. (2003, October). Integrating teaching and scholarship: Reflections for junior faculty members. Paper presented at the State System of Higher Education Women's consortium, East Stroudsburg, PA.

Deemer, S.A., & Hanich, L.B. (2003, August). *Using achievement goal theory to*

translate psychological principles. Roundtable workshop to be presented at the annual meeting of the American Psychological Association, Toronto, Canada. (Invitation to present declined due to SARS epidemic).

Jordan, N.C., Hanich, L.B., & Kaplan, D. (2003, April). *A longitudinal study of mathematical competencies in children with mathematics difficulties with and without co-morbid reading difficulties.* Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Deemer, S.A., & Hanich, L.B. (2003, February). *Practicing what we preach: Creating meaningful learning experiences in teacher education courses.* Roundtable workshop presented at the annual meeting of the Association of Teacher Educators, Jacksonville, FL.

Hanich, L.B., Jordan, N.C., & Kaplan, D. (2002, April). *Achievement-related beliefs of third grade children with mathematics difficulties.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Jordan, N.C., Kaplan, D., & Hanich, L. (2002, April). *Achievement growth in young children with mathematics difficulties: A two-year longitudinal study.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hanich, L.B., Jordan, N.C., Kaplan, D., & Dick, J. (2001, April). *Patterns of mathematics difficulties in young children.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Hanich, L.B., & Jordan, N.C. (2000, April). *Mathematics difficulties in primary school children.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Blanteno, L.M., & Jordan, N.C. (1999, April). *Mathematical thinking in second-grade children with different types of learning disabilities.* Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Blanteno, L.M., & Morrone, A.S. (1998, April). *Classroom structures affecting goal orientations in college lecture classes.* Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

GRANTS

Mazzocco, M.M.M., & Hanich, L.B. (summer 2011). The Spencer Foundation. *Metacognitive Influences on Children's Mathematics Achievement.* Amount: $40,000.

PROFESSIONAL SERVICE

UNIVERSITY COMMITTEES

Strategic Advisory Committee (fall 2014-present)
Educator of the Year (fall 2011-spring 2013)
Graduate Course & Program Review Committee (substitute, fall 2011-spring 2012)
Search Committee for Associate Provost (spring 2011)
Chair of working group, Millersville Self-Study (spring 2008-spring 2010)
University Planning Council (fall 2008-spring 2012, Chair)
Promotion and Tenure Committee (fall 2008-spring 2010)
Common Reading Program (spring 2006-2010)
First-Year Seminar & Assessment Committee (spring 2006-spring 2009)
Advanced Distance Learners Committee (spring 2006-spring 2008)
Distinguished Visiting Professor Selection Committee (fall 2005-spring 2006)
First-Year Experience Task Force (fall 2005-spring 2009)
First-Year Student Orientation Committee (fall 2005-spring 2009)
Academic Advising & Student Affairs (fall 2005-spring 2008)
Who's Who Selection Committee for undergraduate students (spring 2005)
Faculty Grants Committee, (spring 2004-present; Chair during 2005-2006)
University Honor's College Committee (fall 2003-spring 2006)
General Education Review Committee (fall 2003-fall 2004)
Millersville University Student Research Conference (fall 2003-spring 2006: Co-Chair spring 2006)
Member of Women's Study 10-Year Anniversary Committee (fall 2002-spring 2004)
APSCUF Representative Council (fall 2002-spring 2005; fall 2015-present)

SCHOOL OF EDUCATION COMMITTEES

School of Education Curriculum Committee (fall 2011-spring 2012)
Professional Education Unit, Chapter 49-2 planning committee (fall 2008-spring 2010)
Coordinator, Post-Baccalaureate Program (fall 2005-spring 2008)
Associate Dean Search Committee (spring 2005, spring 2006, spring 2007)
Representative to the NCATE Diversity Committee (spring 2004)
Representative to the NCATE Assessment Committee (fall 2004-spring 2004)

DEPARTMENT COMMITTEES

Promotion and Tenure Departmental Evaluation Committee (fall 2007-present; Chair fall
        2012-spring 2016)
Conducted needs assessment for M.Ed. Program in Instruction, Technology, & Learning
        (spring 2006)
Foundations bloc head (spring 2006, spring 2011-present)
Search committee member for EDFN Leadership tenure track position (spring 2006)

Coordinator of Penn Manor Scholar in Residence program (fall 2005)
Search committee member for EDFN 211 tenure track position (spring 2004)
Search committee member for EDFN 211 one-year temporary position (spring 2003)
Co-organized brown bag workshop on *"Constructivist Teaching in the Classroom"*
 (spring 2003)
Co-authored proposal for General Education Review Committee on EDFN 211/241
 (spring 2003)
Represented EDFN department at School of Education Open House, Homecoming
 weekend (fall 2002)

SPECIAL ASSIGNMENTS

Co-Writer, Middle States Self-Study Report (fall 2017-spring 2020)
Co-Chair, Middle States Self-Study Steering Committee (fall 2017-spring 2020)
Assessment Coordinator of Specialized Professional Association reports for CAEP (fall
 2017)
Strategic Planning Prep Team (fall 2018-spring 2019)
Co-Chair, Facilitation team for Strategic Advisory Committee (fall 2014-spring 2014)
Co-Chair, Periodic Review Report for MSCHE (fall 2014-spring 2015)
Co-Chair, Strategic Planning Steering Committee (fall 2013-spring 2014)
Asked to meet with COT to participate in the formal evaluation of the University
 President (fall 2011)
Member of the "Student Success Initiative" working group (fall 2011-present)
Graduation Marshall for School of Education (fall 2011-spring 2012)
Faculty leadership meeting with President McNairy (fall 2010)
Facilitator of discussion at Spring Convocation (spring 2010)
Middle States Working Group Chair (fall 2007-spring 2010)
Common Reading Program Coordinator (summer 2006-spring 2010)

ADVISING

Coordinator, Post-Baccalaureate Program, Educational Foundations Department (fall
 2005-spring 2008)
Advisor, Freshman Seminar Students, Millersville University (fall 2004-present)
Advisor, Leadership Cohort, M.Ed. Program in Educational Leadership, Millersville
 University (spring 2005-present)
Advisor, Undeclared Majors, Millersville University (spring 2003-present)
Co-advisor, Math & Science Certification Students, Millersville University (fall
 2003-2004)
Co-advisor, English & Foreign Language Certification Students, Millersville University
 (fall 2002-2003)

REVEIWER

Grant panels

 Scientific Reviewer, the National Center for Special Education Research
  (NCSER) Research Training Programs in Special Education Grants,

Institute of Education Sciences, U.S. Department of Education (spring 2020)

Scientific Reviewer, Low-Cost, Short-Duration Evaluations on Special Education Interventions, Institute of Education Sciences, U.S. Department of Education (spring 2016, fall 2018, summer 2018)

Scientific Reviewer, Early Childhood and Early Intervention, Institute of Education Sciences, U.S. Department of Education (spring 2014)

Scientific Reviewer, National Center on Special Education Research, Institute of Education Sciences U.S. Department of Education (spring 2015, spring 2010, spring 2011,)

Scientific Reviewer, Special Education Panel, Institute of Education Sciences, U.S. Department of Education (fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, spring 2012, spring 2013, spring 2015, spring 2016, spring 2017; spring 2018, spring 2019)

Scientific Reviewer, National Center on Mathematics, Institutes of Educational Sciences, U.S. Department of Education (spring 2009)

Journals

Contemporary Educational Psychology
Journal of Experimental Child Psychology
British Journal of Educational Psychology
European Journal of Educational Psychology
Journal of Educational Psychology
Sex Roles & Mathematics
Developmental Neuropsychology
Learning and Individual Differences
Teaching Educational Psychology
Child Development
Journal of Educational Research

Textbooks

McGraw-Hill, John Santrock's *Educational Psychology*
Allyn & Bacon, draft of Educational Psychology text
Merrill Prentice Hall, Jeanne Ormrod's *Educational Psychology: Developing Learners*
Advisory Council, Allyn & Bacon

Conferences

American Education Research Association (AERA)
> Division C
> Motivation in Education SIG
> Teaching Educational Psychology SIG

Society for Research on Educational Effectiveness (SREE)

EDITORIAL BOARDS

Co-Editor, *Teaching Educational Psychology* (fall 2008-spring 2012)
Guest Editor, *The Clearing House,* a monthly journal of Heldref Publications (2004)

INVITED ADDRESSES/WORKSHOPS

General education webinar, Dr. Rick Davis, George Mason University, sponsored by
University Planning Council (fall 2011)
Promotion process, sponsored by Office of Academic Excellence (fall 2011)
Explore evidence of student engagement, keynote speaker, Dr. Jillian Kinzie, NSSE,
sponsored by Office of Academic Outcomes and Assessment (spring 2011)
Promotion process panel participant, sponsored by Office of Academic Excellence
(spring 2011, spring 2009)
Responding to Academically Adrift Webinar, sponsored by Office of Academic
Outcomes and Assessment and Office of Academic Excellence (spring 2011)
NSF Grant writing session, sponsored by Office of Academic Excellence (spring 2010)
The Brain and the Body in Human Learning and Development: How Neuroscience
Informs the Science (and Art) of Teaching", sponsored by Office of Academic
Excellence (Scholarship social participant; spring 2010)
Spring Assessment luncheon participant, "Closing the Loop: Mapping the Future
through Assessment", sponsored by Office of Academic Outcomes and
Assessment (spring 2010)
Desire 2 Learn training session, IT workshop (spring 2010)
FYE professional Development Day (spring 2009, 2008)
Using Assessment data, keynote speaker, Dr. Elizabeth Jones, sponsored by Office of
Academic Outcomes and Assessment (spring 2009)
Professional Education Unit Data Day (fall 2009, fall 2011)
Showcase of Scholarship, sponsored by Ganser Library (spring 2007)
Opportunities for Discovery, sponsored by Ganser Library (spring 2008)
Celebration of scholarly and creative activities, sponsored by Ganser Library (spring
2007)
Instructional Technology Showcase, sponsored by Office of Academic Excellence,
Office of Professional Training and Education, and Division of Information
Technology (spring 2007)
Advisor Enrichment Workshops, sponsored by Office of Academic Advising (spring
2008)
Understanding the New and Current General Education Requirements (spring 2008),
sponsored by Office of Academic Advising (spring 2008)
Scholarship of Teaching and Learning: MU Exemplars, (Academic Festival; spring
2007))
MU School of Education: A Celebration of Faculty Events (spring 2009; fall 2011)
Panel member at Millersville University Women's Leadership Conference (spring 2007)
Panel member at Freshman Seminar Faculty Professional Development Workshop
(spring 2006)
Panel member at Millersville University Academic Festival discussion on research in
education (spring 2006)
Panel member at workshop for department chairs on Fist Year Students and Orientation

(spring 2006)

Invited presentation on "Characteristics of Millennial Students". Presented at Academic Chairs Workshop (spring 2005)

Invited presentation on "Teaching in a Freshman Seminar or Learning Community". Presented at Faculty Development Workshop. (spring 2005)

Invited presentation on "Funding Opportunities for Faculty at Millersville University". Presented at New Faculty Orientation. (fall 2005)

Facilitated a book discussion on *"Nine Parts of Desire: The Hidden Culture of Islam Women"* with students in the University Honor's College at Millersville University (fall 2004)

Constructed a panel discussion on *"A Representation of Women's Bodies in Music"*. Facilitated during the Women's Studies Ten Year Anniversary Celebration (spring 2004)

Constructed a panel discussion on *"A Representation of Women's Bodies in Advertising and Athletics"*. Facilitated during the Women's Studies Ten Year Anniversary Celebration (spring 2004)

Invited presentation on *"Learning Communities"*. Presented with Dr. Linda McDowell at Faculty Development Workshop Focus on Freshman: Teaching in Learning Communities and Seminars (spring 2004)

Invited presentation on *"How People Learn"*. Presented with Drs. Beverly Schneller & Sepi Yalda to Millersville Faculty, at a Learning Communities Workshop (spring 2004)

Invited presentation on *"Mathematical cognition in second-grade children with different forms of LD"*. Presented to Dr. Suzanne McCotter's graduate course, Research Methods & Design (spring 2003)

Invited presentation on *"Motivation patterns and the TARGET framework"*. Presented to Dr. Nancy Smith's graduate course, Advanced Educational Psychology (spring 2003)

ATTENDED WORKSHOPS/CONFERENCES

Middle States Commission on Higher Education Annual conference (fall 2013, fall 2014, fall 2017, fall 2018)

Council for the Accreditation of Educator Preparation (fall 2016)

American Education Research Association Multivariate Statistical Analysis (spring 2011)

Society for Research on Child Development Analysis of Longitudinal Data in Developmental Research (spring 2011)

Integrating Higher Education Planning and Assessment (spring 2011)

American Education Research Association SIG training session workshop (spring 2010)

Pennsylvania Department of Education/PATTAN SAS conference (spring 2010)

National Science Foundation Grant writing session (spring 2010)

American Psychological Association (summer 2009)

First-Year Experience (2009, 2007)

First-Year Experience & Assessment (spring 2009, 2008)

Pennsylvania Department of Education Workshop on Special Education (PaTTAN, Harrisburg) (spring 2005)

NCATE training session in Washington, DC (spring 2004)

Learning Communities Conference, participant in "*What Faculty and Administrators Need to Know About Learning",* College Park, Maryland (spring 2004)

Learning Communities Conference, participant in *"Learning Communities: Giving Faculty & Students and Academic Edge",* Millersville University (spring 2004)

Office of Academic Advisement, participant in Advisement Enrichment Workshops (spring 2004)

National Association on Multicultural Education Workshop, participant in workshop on NCATE Diversity Standard (Seattle, WA) (fall 2003)

CONSULTING

Consultant, Evangelical School of Theology, In-service Training. *"Creating Meaningful Learning Environments"* (winter, 2006).

Participant, Descriptive Review, School in Rose Valley (spring 2004)

Consultant, School District of Lancaster, In-service training, "*Views of learning…Linking beliefs to math teaching and learning*" (winter 2003, spring 2003)

Consultant, Penn Manor School District, In-service training, "*Remediation strategies for children with mathematics difficulties"* (spring 2004)

Consultant/Statistician, NICHD grantee Michele Mazzocco, Associate Professor, Johns Hopkins University School of Medicine, Kennedy Krieger Institute (spring 2003-2007)

PROFESSIONAL AFFILIATIONS & COMMUNITY SERVICE

American Educational Research Association (Member Division C-Learning and Instruction; Motivation in Education Special Interest Group, & Teaching Educational Psychology Special Interest Group; Program chair for 2011 annual conference)

American Psychological Association (Member Division 15-Educational Psychology)

Society for Research in Child Development

Phi Delta Kappa International

Phi Sigma Pi (Co-Educational Honor's Fraternity)

Women's Consortium, Pennsylvania State System of Higher Education

Volunteer, United Way Day of Caring (fall 2004, 2005)

Volunteer, Special Olympics of DE

Volunteer, 3rd Grade teacher, Holy Angels School

President, Fairfield Crest Civic Association

6. Consultant's Report

Consultant Report

Department of Elementary & Early Childhood Education
The College of New Jersey

ECE-ELE Post-Baccalaureate Dual Certification Program with
Option for M.Ed. in Early Childhood and Elementary Education

Prepared by Laurie B. Hanich, Ph.D.
Professor of Educational Psychology
February 2020

The primary focus of this consultant report is an evaluation of a proposed program that results in dual certification (Early Childhood Education and Elementary Education-ECE) with an option for Masters of Education for post-baccalaureate students at The College of New Jersey (TCNJ). After my review of the written proposal, meeting with faculty, the Dean, and the Provost at TCNJ, and thoughtful evaluation, I am pleased to recommend approval (without reservation) of the program.

The review process began with several readings of the program proposal. The report was understandable, clear, and very thoughtful. The review culminated with a visit to campus. In the below sections, I address the criterion established by TCNJ and required in their consultant report.

A. Objectives

The objectives and underlying principles of the program are sound and clearly stated. There is a strong connection between the institution's strategic plan and educational goals, specifically with regard to Priority III, Promoting the College's Identity by Offering Distinctive Programs of Academic Excellence. Consistent with the School of Education's (SOE) guiding framework, this proposed certificate program would offer a coherent set of coursework and experiences that provide candidates with the necessary knowledge and skills to be successful P-6 educators.

B. Need for the Program

There is a clear need and strong rationale for this program. At present, the department offers two distinct MAT programs, which lead to certification in either Early Childhood or Elementary Education. Based on enrollment data and projected enrollment trends, the department recognizes that the current structure of these degree programs is no longer attractive or feasible to students. Environmental factors including changing demographics, the recent economic recession, and high costs of degree programs impact students' decisions to enroll in graduate degree programs. As such, the faculty propose to streamline their graduate programs by replacing the current MAT programs with a post-baccalaureate dual certification program. This program provides attractive features such as a reduction in the number of credit hours from existing programs, offering two areas of certification (early childhood and elementary education), and creating an option to add an M.Ed. following the completion of the dual certification program.

Based on current hiring trends, there is a sufficient level of demand for teachers to support the creation of the proposed program. This need will grow exponentially once New Jersey expands its preschool offering in public schools, which is the result of a federally funded preschool expansion grant awarded to the New Jersey. Having certification in two distinct areas (i.e., early childhood and elementary education) will provide greater marketability for candidates. It is highly likely that students will be able to secure employment upon program completion. I applaud the direction of this program and believe that it will bolster declining graduate enrollment.

C. Educational Programs

The program has clearly identified several different summative and formative assessment measures that will be conducted throughout the program to ensure that students have met the necessary competencies, which are determined by the New Jersey Professional Standards for Teachers. Such assessments include course embedded assessments (e.g., exams), written assignments, projects, research papers, presentations, classroom observations, and field-based, supervised clinical teaching experiences. The outcomes measures identified are valuable in providing faculty information about preservice teachers' performance and growth over the course of their preparation. This variety of assessments is consistent with best practices in the field of assessment and evaluation. Additionally, all teacher candidates in NJ are required to successfully complete the edTPA performance assessment-a portfolio. The program has created necessary scaffolds and supports as candidates progress through their coursework and are preparing their edTPA portfolios (e.g., capstone & methods course, boot camp, presentation with SOE certification officer)

The curriculum for the Post-Baccalaureate Dual Certification program is delivered in three discrete chunks, Knowledge (EPSY 523 and RDLG537/SPED 605), Application and Knowledge Synthesis (ECED 620, ECED 504, MATH 522, and ELEM 694), and Instructional Design and Implementation (ELEM 695, ELEM 690, and ECED 560). The curriculum that the faculty has planned is well thought out and seems very much in line with curricula in most post baccalaureate certification programs. A strength of the proposed program is the cohort model and the accelerated timeline for certification. Given this acceleration, I would encourage faculty to emphasize the coherency of the program. This can be done by thinking about "themes" that may develop in courses and how those themes are related to the program objectives. Perhaps backward curriculum mapping may be a useful tool, starting with the capstone course (Clinical Internship II) and identifying how themes that are prominent in that course could be articulated and scaffolded in earlier courses, (especially Internship I). It might make sense to also invite school partners to participate in this exercise.

During my visit, I asked faculty to entertain the possibility of increasing the course offerings of blended/fully online formats which may expand the reach of the program outside of the immediate geographic area or pull in adult learners who are interested in completing course work while maintaining full time employment. The program currently has six credits that can be offered in blended/online formats (i.e., EPSY 523 and RDLG537/SPED 605). While I agree that there are challenges for online/blended coursework in a program that requires assessment of dispositional characteristics, it may be one area that the faculty continue to explore especially since increasing enrollment is desired. I also understand that allowing part-time enrollment may undermine the strength of the cohort model.

The instructional modes and distribution of credit bearing courses is consistent with the curricular objectives for the program. This is a suitable approach to teacher preparation

and consistent with that seen at many other institutions and required by various accrediting agencies. The Council for the Accreditation of Educator Preparation (CAEP) is an organization which oversees the process by which schools of education are evaluated for their effectiveness in complying with external standards of excellence. Individual programs participate in cycles of planning, assessment, and evaluation through individualized Specialized Professional Association (SPA). The proposed certification program would be accountable to the National Association for Education of Young Children (NAEYC) and CAEP's Elementary Education (K-6) Standards. As reported in the written proposal, TCNJ is scheduled for participate in CAEP Program review in 2022. If the program is operational by summer of 2020, program level data will be available, and the program can be considered for national recognition by the NAECY and CAEP. Such recognition would be consistent with Goal 1 of TCNJ's strategic plan, Priority III (The College's Distinctive Identity Will Enhance Institutional and Program Recognition at the National Level). The proposed program will also provide evidence of student learning outcomes which are aligned to standards identified by the Middle State Commission of Higher Education, TCNJ's regional accrediting body. Within the SOE, this dual certification program would support the mission and strategic goals of the SOE by offering a coherent program that provides students with the knowledge and skills to be successful P-6 educators. There is strong alignment between the program and strategic planning documents at the college and university level.

It appears that procedures for admission to the program are clearly defined and appropriate to the field of study. Prior to admission, candidate will have completed a bachelor's degree with a 3.0 cumulative grade point average and at least 60 credits of liberal arts curriculum. Candidates will be expected to demonstrate basic competencies in reading, writing, and mathematics as required by certification guidelines established by the New Jersey Department of Education. These standards are comparable to other institutions that offer post-baccalaureate certification. Likewise, the standards for successful completion of the program are clearly defined and consistent with the objectives of the program. Candidates must maintain a cumulative grade point average of 3.0 throughout the program and must complete all departmental prerequisite courses with a grade of B- or higher. For courses that require a clinical experience or internship, candidates must earn a grade of B+ or higher.

I was impressed by the quality of relationships that faculty have established with school and community partners, specifically with regard to creating clinical field experiences for students. Although I did not visit any of the locations where clinical experiences/field experiences will take place, I had sufficient opportunity to speak with faculty and the Dean about these facilities and conclude that the qualifications of the supervisors at these locations are more than sufficient and that supervisors are aware of program outcomes. The integration between the theoretical aspects of the classroom and practical implementation of materials in the field creates student teacher candidates who are able to seamlessly navigate the daily challenge of classroom realities. A strong collaborative approach between faculty and field supervisors is crucial to desired program outcomes. The proposed program utilizes only existing courses as part of the degree requirements. Thus, there is not a need to have proposed courses approved by curricular/governing bodies at TCNJ and there should not be a large impact on other degree programs at

TCNJ. If students opt to take an additional 9 credits hours to complete the M.Ed. requirement, there may be additional enrollment demand to already existing courses outside of the department, but these demands are likely to be inconsequential. It is possible that the dissolution of the existing MAT programs will affect enrollment in courses offered by the SELL Department, but faculty from both departments are aware of this possibility and will carefully monitor enrollment in such courses. Given these situational factors, I have no concerns that the program will adversely impact other degree programs at TCNJ.

D. Students

Based on student attendance and feedback at a recent graduate open house at TCNJ, there is anecdotal evidence of student interest in this program.   It was conveyed to me that the faculty coordinator of the Early Childhood Program routinely receives inquiries from teachers who hold K-6 certification but are asking how they can add on P-3 certification. As more openings in the job market become available, it is likely that this program will have a robust and healthy enrollment.

As previously mentioned, I believe that one of strengths of this program is the utilization of a cohort model, whereby 15-20 students will progress through courses together. Asking students to commit to one year of full-time enrollment status will keep the program streamlined by guaranteeing students a quick path to program completion. It also will ensure a healthy and robust enrollment in courses, which is efficient use of faculty teaching load. The size of the cohort is manageable and will not create an excessive burden of counseling or advisement on faculty.

The department proposes to recruit students through the College's ongoing processes and will be assisted by the Office of Graduate Admissions. I applaud the department's goal to recruit and retain a diverse student population given the limited number of underrepresented individuals in the P-12 school setting.

E. Faculty

The College of New Jersey has the distinction of being the first normal school in New Jersey. Thus, the institution is steeped in a strong history of preparing teachers. Faculty within the Department of Elementary and Early Childhood Department and the Department of Special Education, Language, and Literacy (SELL) will teach courses in the proposed program. All have the appropriate terminal degrees for their field and have a plethora of professional experiences and notable accomplishments in teaching, administration, and research. These academic credentials ensure a program of high quality in program coursework.

At the time of this review there are 17 full time faculty in the Department of Elementary and Early Childhood Education. There is adequate staffing to support the addition of this program to the department offerings. This is especially true since the dual certification

program is replacing two existing MAT programs and the proposed program will not require additional faculty hiring. This ratio of faculty, combined with their qualifications, ensures that a program of high quality can be delivered.

F. Support Personnel

The SOE and the Department of Elementary and Early Childhood has adequate resources to support and maintain the integrity of a high-quality post baccalaureate certification program. Both of the existing MAT programs had a faculty graduate coordinator. The creation of this program will only require one graduate faculty coordinator position, which is a reduction in resources. Likewise, support personnel and staff will be reduced with the dissolution of the two MAT programs.

G. Finances

TCNJ has the necessary resources and has committed support to guarantee a program of high quality. Since the existing MAT programs in the Department of Elementary and Early Childhood Education are being discontinued, there will not be an additional financial burden. If anything, this program should reduce the amount of finances that were supporting two distinct programs. During my meeting with the Provost and the Dean of the SOE, we discussed strategic planning, resource allocation, and enrollment management strategies. The School of Education has a strong commitment to faculty professional development, particularly as it relates to teacher training. I do not believe that there is a need for significant additional financial support from the State of New Jersey.

H. Physical Facilities

TCNJ has adequate facilities to support the program. I had the opportunity to tour the Education Building during my visit and I was impressed with the classroom space, particularly the lab where a preschool professional development session was taking place across from the Dean's office. The classrooms provide sufficient space for instruction and the building is ADA compliant, providing accessibility to individuals with special needs. As previously mentioned, students in the program will complete field experiences and student teaching experiences in local schools and community settings (e.g., day cares, museums, etc). These facilities are consistent with providing a high-quality learning experience. There are not concerns that existing programs at the institution will be adversely affected by the development and implementation of this certification program.

I. Library and Computer Facilities

Although I did not visit either the library or computer labs during my visit, I do not have any reservations about the adequacy of these facilities to support and maintain the high quality of the proposed program.   Library resources are in place to support existing

programs in the ECEE and SELL Departments.

J. Administration

The administrative structure of this program is sufficiently defined and reasonable. One graduate coordinator will provide leadership to the program. As mentioned before, this is a reduction of resources since the existing MAT programs required two graduate coordinators.   There is strong support from the Dean of the School of Education for the development of this program.

K. Evaluation

As mentioned earlier in this report, this program will participate in continuous cycles on planning, assessment, and evaluation as part of their accreditation processes. Additionally, TCNJ has procedures in place for program review including self-study and eternal review, development and implementation of a strategic plan that rests on collection and analysis of assessment and evaluation.

1. **Institutional Response to the Consultant's Report**

ELE-ECE Post Baccalaureate Dual Certification Program Proposal
Response to External Consultant

The external consultant Dr. Laurie Hanich visited the campus on January 13, 2020 and provided her report on March 2, 2020. In the report Dr. Hanich highlighted the following:

1. The program proposal was well aligned with the College's strategic plan, Priority III and consistent with the SOE's guiding framework in preparing a strong P-6 educators.
2. The proposal articulated a strong need and rationale and would "provide attractive features such as a reduction in number of credit hours from existing programs, offering two areas of certification and creating an option to adding an M.Ed"(p. 2)....which would provide greater marketability for the candidates.
3. The outcomes and the variety of assessments were consistent with best practices
4. Suggestion for emphasizing the coherency in the program maybe by developing themes across various courses, and maybe using tools like backward curriculum mapping to achieve this.
5. Suggestion for increasing more courses to be offered as blended/online to make it more accessible and reach a wide range of candidates. On the other hand, Dr. Hanich mentioned "the instructional modes and distribution of credit bearing courses was consistent with curricular objectives". (p. 3)
6. There were no concerns raised regarding budget, facilities, faculty and/or other resources.

Given the overall strong recommendation of approval of the proposed program, we at the department have given considerable thought and reflected on making preliminary modifications in response to pts # 4 & 5.

RE: pt.# 4. Coherence of the program: Themes across courses.
As mentioned in our program proposal our courses are grouped into three main levels:
a. Introductory/ Knowledge level courses: These include the first two courses EPSY 523 (Advanced Child and Adolescent development) and RDLG 537 (Language arts literacy). The main theme across these two courses are to
  ● develop knowledge regarding student development, learning and differences (individual, environmental and cultural).
b. Intermediate: Supported application and knowledge synthesis level: Courses at this level are ECED 620 (Multicultural and social foundations of emergent and early literacy), ECED 504 (Teaching young children: creating and sustaining classroom communities), ELEM 522 (Methods of teaching math and science in an inclusive

classroom), and ELEM 694 (Internship/ Clinical Experience I). Further developing on the knowledge and themes emphasized in the introductory course, the candidates' knowledge through these courses, where the themes emphasized will be:
- application of content concepts to diverse learner's needs and abilities
- creating environments and sustaining classroom communities that supports learning of all students,
- multiculturalism and social justice issues surrounding meeting the needs of all students (experiences, abilities, environments, backgrounds and culture),

c. Advanced Level instructional design and implementation: ELEM 695 (Internship/ Clinical Experience II), ELEM 690 (Student teaching seminar) and ECED 560 (Curricular experiences for young children in inclusive classrooms) are the courses offered at this level. The main themes extend from the previous course work into helping candidates focus on best practices in
- planning instruction using variety of instructional strategies in alignment with content knowledge and core concepts
- designing multiple and authentic assessments
- advocacy and ethical issues pertaining to social justice and equity

RE: pt. # 5. Offering more blended/online courses:
 Upon considerable thought to the suggestion regarding offering more online/blended courses, and yet keeping in mind the need for the integrity of the program and rigor of the program, the department has begun discussion to offer a few of the courses in blended format. As some course content is more suitable to blended instruction than others, we are considering developing the following courses to be offered online:
      ECED 504: (Teaching young children) & ECED 620 (Multicultural and social foundations of emergent and early literacy) Initially this course would offer in person classes to provide common knowledge and create a classroom community where deliberations and discussion will happen to establish coherency, the content for the latter half of the course would be offered in blended format). This would provide more flexibility for the candidates as they prepare to enter their field experiences as a part of ELEM 694 (Internship /Clinical experience I). Discussions/reflections regarding the candidates' observations of how the content they learn is implemented in the schools/classrooms would be meaningfully conducted in an online platform. Similarly use of online video platforms would enable candidates and professors to have synchronous as well as asynchronous learning opportunities to engage in discussions regarding in depth, critical issues.

In conclusion, we believe we have adequately addressed the suggestions made by the external consultant, Dr. Laurie Hanich and in the process further strengthened the integrity and quality of our program and proposal. We thank Dr. Hanich for her thoughtful and thorough evaluation of our program proposal.