

DUAL ADMISSIONS PROGRAM AGREEMENT

BERGEN COMMUNITY COLLEGE

NEW JERSEY CITY UNIVERSITY

EFFECTIVE DATE: February 2014

DUAL ADMISSIONS PROGRAM AGREEMENT

BERGEN COMMUNITY COLLEGE NEW JERSEY CITY UNIVERSITY

I. Purpose and Goals

This program is designed to offer students a unique opportunity to complete a bachelor's degree "seamlessly" at two institutions of higher education. Under this agreement students will enter into a sequential degree program wherein a Bachelor of Arts degree (B.A.) with Teacher Certification or Bachelor of Science degree (B.S.) with Teacher Certification at New Jersey City University (NJCU) is predicated upon conferral of an Associate in Arts degree (A.A) or Associate in Science degree (A.S.) degree at Bergen Community College (BCC). Students who participate in this program will be initially identified by BCC, who will provide notification to NJCU prior to the completion of a designated A.A or A.S. program. BCC will monitor the academic progress of students covered by this Dual Admissions Program Agreement. Students who subsequently complete their A.A or A.S. degree program and fulfill all criteria of this Dual Admissions Program Agreement will enter NJCU as fully matriculated students with junior-year standing.

II. Benefits/Advantages of This Program

- Creation of a four-year plan for completing the B.A. with a co-major in Education degree;
- Provision of early planning with BCC and NJCU counselors to ensure a smooth transfer;
- Special advising from NJCU faculty while enrolled at BCC;
- Prospective students will be offered admissions and financial aid advising through scheduled visits to the BCC campus;
- Ability to earn both associate's and bachelor's degrees while maximizing transferability of credits;
- A guarantee that students who meet the stated criteria will have a reserved place in the ECE program at NJCU;
- Graduation requirements at NJCU will not change as long as the student meets the criteria outlined under V. Time Limits;
- Access to NJCU financial aid counselors to facilitate early financial planning and estimates of financial aid and scholarships while students are enrolled at BCC;
- An opportunity for students to meet with college administrators and faculty members at special advising and orientation programs;
- A welcome to NJCU with notification of a student's acceptance into the Dual Admissions Program;
- An NJCU faculty member may teach a course at BCC as agreed upon;
- A workshop will be taught at NJCU by College of Education faculty to acquaint students with the campus, its faculty, staff and students. This workshop will be provided each August prior to the first clinical course, (date to be determined).

III. Requirements for Admission to NJCU under the Dual Admissions Program Agreement

Admission to NJCU is contingent upon a student's:

- Admission to BCC;
- Completion and submission of the Dual Admissions Program Application and the Academic Record Release Form at time of acceptance to BCC Early Childhood Education program or any time prior to his/her last semester at BCC;
- Attainment of a grade point average of 2.00 or higher at BCC;
 - Subject to change at the discretion of the NJ Department of Education
- Meeting the general admission criteria of NJCU;
- Submission of official transcripts of BCC;
- Submission of official transcripts of all previous college work at each institution attended;
- Attainment of NJ DoE teacher education admission criteria

IV. The Dual Admissions Program Application Process and Procedures

1. The NJCU Office of Admissions will mail BCC Dual Admissions Program applicants a letter of welcome with notification of his/her acceptance into the Dual Admissions Program upon receipt of the Dual Admissions Program Application and Academic Record Release Form. NJCU will waive the application fee. The notification letter will outline the parameters and guarantees of the program and include instructions the student must follow to maintain eligibility in the program. Students will be assigned an advisor at each of the participating institutions.
2. BCC will maintain records of students enrolled in the program and will provide, free of charge, NJCU Office of Admissions with copies (preferably electronic) of student transcripts on or about February 1st in the year of the student's graduation (October 1st for those students intending to enroll in the Spring semester). NJCU will provide BCC with aggregate data on retention and graduation rates for students who transfer to NJCU under this Dual Admissions Program Agreement.
3. Representatives of NJCU will meet with students in the Dual Admissions Program at BCC at least annually, or as needed. The purpose of these meetings is to provide information about NJCU and its services, re-emphasize NJCU's final application requirements, and answer student questions. Dual Admissions Program students will be invited and encouraged to attend NJCU's early scheduling/advisement sessions for new students.

V. Time Limit

Students completing the A.A. or A.S. degree course work at BCC and matriculating at NJCU within four years of the student's first semester of enrollment at BCC will follow the undergraduate college degree requirements in place at NJCU at the time of initial enrollment in a education course at BCC. If more than four years elapses between the date of initial enrollment in a education course at BCC and the date of matriculation at NJCU, the student must fulfill the degree requirements in place at the time of entrance to NJCU.

VI. Transferability of Credits

Dual Admissions Program students entering NJCU with an A.A. or A.S. degree will receive credit for all NJCU general studies requirements. NJCU will accept a maximum of 66 credits when the student enters the University with an A.A. or A.S. degree.

This evaluation will be completed based on existing policy applied to all A.A or A.S. transfer students. A maximum of 66 credits may be applied to NJCU degree requirements, assuming a minimum grade of "B-" is earned for all such accepted credits.

VII. Bachelor of Arts with a co-major in education curriculum requirements

Attachment A: Draft program sheet for BCC/NJCU ECE dual admission students

Attachment B: A.A or A.S to B.A. ECE program course requirements

Attachment C: A.A or A.S to B.A. ECE program course descriptions

VIII. Institutional Responsibilities

NJCU and BCC agree to promote the Dual Admissions Program in appropriate college publications and at recruitment and outreach activities.

A representative of the College of Education at NJCU will participate in the orientation and open house sessions at BCC.

IX. Agreement Review

NJCU and BCC will notify one another of curricular changes upon institutional approval. The Dual Admissions Program Agreement shall be reviewed and modified, as needed, every three years by officials at NJCU and BCC.

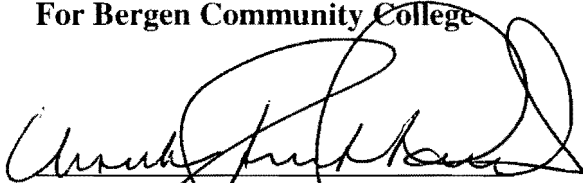
This agreement represents the entire agreement between NJCU and BCC through their authorized agents and will be deemed fully executed on the date of the last signature. All negotiations, oral agreements, and understandings are merged herein and any change(s) in the terms must be made in writing and signed by all parties.

X. Anticipated Date of Implementation

The terms of this Agreement become effective upon signature.

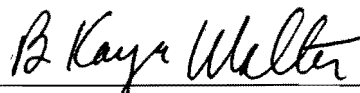
XI. Approvals

For Bergen Community College



Dr. Ursula Parrish-Daniels
Executive Assistant to the President
Bergen Community College

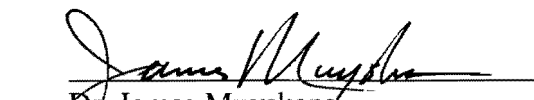
Date: April 29, 2014



Dr. B. Kaye Walter
President
Bergen Community College

Date: April 29, 2014

For New Jersey City University



Dr. James Muyskens
Interim Provost
New Jersey City University

Date: 2/18/14



Dr. Sue Henderson
President
New Jersey City University

Date: 2/18/14

**ATTACHMENT A
NEW JERSEY CITY UNIVERSITY
BERGEN COMMUNITY COLLEGE**

Summary of A.A. or A.S. to B.A. Program Courses (*Education co-major*)

Bergen Community College	
Course	Credits
BIO 103 The Human Body	3
COM 114 Intercultural Communication or	
PSY 106 Developmental Psychology	3
SOC 103 Sociology of the Family	3
EDU 101 Introduction to Education	3
EDU 102 Inclusion & the Exceptional Child or	
EDU 120 Child Development I	3
Intermediate Algebra	3
Liberal arts credits	9
(General education blanket credit)	60
Total ECE credits	6
Total BCC credits	66
New Jersey City University	
Course	Credits
ECE 210 Young Child Development Behavior & Learning	3
ECE 225 Professional Dispositions	1
ECE 460 Working with Families of Young Children	3
LTED 270 Emerging Literacy	3
MATH 205 Problem Solving	3
Liberal Arts major	3
ECE 331 Practicum	1
ECE 300 Primary Curriculum	3
ECE 305 Math, Science & Technology	2
ECE 350 ECE Integrated Curriculum	3
Liberal Arts major	6
Liberal Arts major	18
ECE 400 Classroom management & Positive Behavioral Support	3
ECE 475 Reflecting on Knowledge	2
Internship	5
Liberal Arts major	3
Total NJCU credits	62
TOTAL CREDITS EARNED FOR B.A. 128	

ATTACHMENT B
A.A or A.S to B.A. Program Course Requirements

Semester 1		
ECE 210	Young Child Development Behavior & Learning	3
ECE 460	Working with Families of Young Children	3
ECE 225	Professional Dispositions	1
LTED 270	Emerging Literacy	3
MATH 205	Problem Solving	3
	Liberal Arts Major	3
	TOTAL CREDITS	16
	<i>Pass CoE Test of Writing and Reading</i>	
	<i>Achieve 2.75 GPA</i>	

Semester 2		
ECE 331	Practicum	1
ECE 350	ECE Integrated Curriculum	3
ECE 305	Math, Science & Technology	2
ECE 300	Primary Curriculum	3
	Liberal Arts Major	3
	Liberal Arts Major	3
	TOTAL CREDITS	15
	<i>Pass PRAXIS II, maintain 2.75 GPA</i>	

Semester 3		
	Liberal Arts Major	3
	Liberal Arts Major	3
	Liberal Arts Major	3
	Liberal Arts Major	3
	Liberal Arts Major	3
	Liberal Arts Major	3
	TOTAL CREDITS	18
	<i>Maintain 2.75 GPA</i>	

Semester 4		
	Liberal Arts Major	3
ECE 400	Classroom Management & PBS	3
ECE 475	Reflecting on Knowledge	2
ECE 1480	Internship	5
	TOTAL CREDITS	13

ATTACHMENT C
NEW JERSEY CITY UNIVERSITY
A.A. or A.S.to B.A. ECE Program - Course Descriptions

Semester 1

ECE 210 YOUNG CHILDREN'S DEVELOPMENT, BEHAVIOR AND LEARNING (3)

This course emphasizes the practical application of the cognitive, linguistic, social, emotional, and physical factors that affect learning, development, and behavior in all children from birth through age eight. This course provides a knowledge base for the identification of children with special needs and developmental delays. The impact of children's homes, communities, health and cultural experiences on development and learning are considered. Candidates will interpret, develop and apply assessment that is multidimensional, ongoing and performance-based. Reflection on the knowledge of theories and research in human growth and development to make instructional choices is emphasized.

Prerequisite: PSYC 150 (PSY106 BCC)

ECE 460 WORKING WITH FAMILIES OF YOUNG CHILDREN (3)

This course examines the nature of the contemporary family with young children and, on the performance level, helps the student to develop the skills needed to create positive working relationships. Diversity (cultural, racial, economic, religious, and family structure) is addressed throughout the course, as diversity is central to building constructive home/school relations. The ultimate goal is to help students promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

ECE 225 PROFESSIONAL DISPOSITIONS IN ECE (1)

This course introduces teacher candidates to dispositions expected of all early childhood, early childhood elementary, and early childhood special education professionals. Topics include personal characteristics and habits of individual working with all young children, ethics, professional networking, and commitment to and advocacy for urban children and families

LTED 270 EMERGING LITERACY AT HOME AND SCHOOL (3)

This course is part of the process of developing an early childhood professional who is a reflective practitioner in an urban environment. The focus of this course is on examining the theories and practices that shape early childhood literacy development and instruction. Topics include language development, emergent literacy, family literacy and its relationship to children, and family and school working together. Strategies will be addressed for developing concepts about print, phonemic awareness, acquisition of word meaning, comprehension, and connecting reading and writing.

MATH 205 PROBLEM SOLVING (3)

This course seeks to prepare elementary education majors to pass the national test required for teacher certification. It provides a thorough review of problem solving skills through Pre-Calculus for others. This course is a General Studies course and may not be counted toward the Math major or minor.

Prerequisite: MATH 112 Intermediate Algebra or equivalent

Semester 2

ECE 331 EARLY CHILDHOOD FIELD EXPERIENCE (1)

This is a field experience that Early Childhood P-3, Dual Certification Early Childhood Elementary and Dual Certification Early Childhood Special Education candidates take concurrently with ECE 350 Early Childhood Integrated Curriculum. This field experience involves observation, lesson planning and assessment. This field experience is designed to increase the teacher candidate's ability to glean information relevant to instruction directly from student work, to prepare lesson plans, to assess students' strengths, and to relate classroom practice to student outcomes

ECE 350 EARLY CHILDHOOD INTEGRATED CURRICULUM (3)

This course is part of the process of developing an early childhood professional who is a reflective practitioner in an urban environment. The focus of this course is on designing integrated, developmentally appropriate curriculum for all children in early childhood settings. The student is guided by a model that promotes the physical, social, emotional and cognitive development of young children by providing them with ample opportunities to construct knowledge through active interaction with their physical and social environments. Content areas covered include math, science, social studies, literacy, the creative arts, and health. Coursework emphasizes hands-on, concrete, and relevant experiences to help children develop an understanding of social experiences; to help children develop an understanding of the physical world; to develop skills of inquiry, such as interpreting, reasoning and problem-solving skills; and to foster the creative process as it relates to music, movement, improvisation and the visual arts. Strategies for collaborating with parents and other professionals are modeled and discussed. Appropriate teaching methods and suitable evaluation and assessment are discussed. Instructional goals and strategies are presented. Classroom organization, special learning needs, diversity needs, diagnosis and evaluation techniques, and intervention strategies are addressed. The Early Childhood Expectations, the Council for Exceptional Children's Content Standards, and the New Jersey Core Curriculum Content Standards are emphasized.

ECE 305 Math, Science, & Technology (2)

This course is a study of theory into practice, research-based teaching practices, methods and strategies in mathematics, science and technology. Emphasis is placed on the development and implementation of developmentally appropriate practice and instructional materials.

ECE 300 EARLY PRIMARY CURRICULUM (3)

Strengthening teacher candidates' understanding of the content knowledge and proficiency in methods of instruction to children in grades 1-3. This course is a part of the process of developing a reflective early childhood practitioner in an urban environment. Reflection on the knowledge of the developmentally appropriate methods of teaching is emphasized.

Semester 3

Liberal Arts Major
Liberal Arts Major
Liberal Arts Major
Free Elective

Semester 4

ECE 400 CLASSROOM MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS (3)

Classroom management includes organizational, behavioral, social and environmental parameters. Teacher candidates need to know how to design, structure, and manage daily routines including transition time. Teacher candidates relate child development theories to young children's behaviors and to behaviors of young children with disabilities. Teacher candidates learn how to define target behaviors and teach replacement behaviors. Ways that technology, including assistive technology, can assist with management of teaching and learning are stressed.

Co-requisite: ECE 1480

ECE 475 REFLECTING ON KNOWLEDGE AND PRACTICE (2)

This course is part of the process of developing a teacher candidate who is a reflective early childhood, early childhood elementary, or early childhood special education practitioner in an urban environment. Teacher candidates reflect upon what they learned in prior courses, field experiences and what they are experiencing in their internship. Planning, implementing, assessing, and managing the teaching/learning environment, including instructional methods and activities such as other alternative learning sites are examined. Communication and conference techniques, interpersonal and group relations, and techniques for working with parents and staff as an instructional team are considered and modeled in class. Teacher candidates are provided the opportunity to collaborate with other professionals. Through participation in seminar discussions, the attributes of reflective practitioners, who are skilled at facilitating the learning of children and concerned with professional ethics and values, are developed.

Co-requisite: ECE 1480

ECE 1480 EARLY CHILDHOOD INTERNSHIP (6)

As a course in the undergraduate early childhood program, ECE 1480 is part of the process of developing a teacher candidate who is a reflective practitioner in an urban environment. Ideally, teacher candidates experience a field-based, full-time, full-semester internship in urban early childhood settings. Teacher candidates spend 15 weeks in a primary setting (ages 5–8). Early Childhood Education/Special Education candidates are placed in inclusive classrooms. Teacher candidates observe master teachers, tutor and teach children under the supervision of their cooperating teacher and college supervisor. They will plan for and conduct assessments of student learning and develop and implement appropriate strategies to meet children's developmentally diverse and special physical, social, emotional, and cognitive needs. Teacher candidates assume full responsibilities of a classroom teacher during the course of the semester and will be responsible for both in-class and out-of-class activities normally assigned to teaching, including opportunities to communicate with, conference, and work with parents and interdisciplinary teams of professionals. Value issues and a code of ethics are considered as they relate to candidates' field experiences.

Part I – In the first part of the capstone course, the student identifies an area of interest to research and develops a project. Following an extensive review of the literature to identify a specific focus of study, the student develops a proposal that will guide the development of the paper and project.