



EDUCATION PROGRAM REVIEW

A PROCESS FOR
SELF-EVALUATION
AND
CONTINUOUS IMPROVEMENT

EDUCATION PROGRAM REVIEW
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**Education Program Review
Bergen Community College**

PROGRAM: AS.PS.EARLY.CHILD, AS.PS.EDU

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PERIOD OF YEARS BEING REVIEWED: Fall 2012-Spring 2017

OVERVIEW

The mission of the Teacher Education Program at Bergen Community College is to prepare candidates for a meaningful career in the field of education. The Education Program offers to options for students:

- The AS.PS.EARLY.CHILD is for students who are interested in obtaining a career in public or private schools, working with students in Preschool through Third grade. There is a strong focus on best practices and theoretical perspectives for teaching, learning and the developmental milestones of the early childhood years. This program prepares students for transfer to four year Teacher Preparation Programs and/or entering the workforce within a classroom environment.
- The AS.PS.EDUC is for students who are interested in working in public or private schools, with children aged Kindergarten through Twelfth grade. There is a strong focus on best practices and theoretical perspectives for teaching, learning and assessment related to working with students in the Elementary, Middle and High School grade levels. This program prepares students for transfer to four year Teacher Preparation Programs and/or entering the workforce within a classroom environment.

To achieve our mission, we are committed to:

Mission

- Offering high quality student centered undergraduate programs in education that focus on current research and best practices;
- Providing learning experiences for students which demonstrate masterful teaching, creativity and nurturing, supportive environments conducive to the development of interdisciplinary knowledge and curriculum;
- Fostering partnerships in our local communities to help prepare teacher candidates and current practitioners to become informed, lifelong leaders;
- Supporting instructional and service programs that advocate for children and youth through an ethic of care and reflection.

Vision

- The Education Department welcomes students of diverse backgrounds to learn the current principles and practices of educational instruction in order to meet the needs of children.
- The department provides a variety of courses designed to stimulate the mind and provide hands-on experience to prepare individuals to foster the development of children using developmentally appropriate practices, educational technology, and current educational theories.

Upon completion of the AS.PS.EARLY.CHILD degree, the student will be able to:

- Describe traditional educational philosophies and develop a personal teaching philosophy that reflects current, evidence-based practices.
- Create engaging and effective lessons and activities that incorporate children's literature, high quality educational materials and instructional technology in order to address students' learning styles, preferences and developmental levels.
- Evaluate and apply effective teaching and classroom management strategies and developmentally appropriate practices that address the academic, physical and social and emotional needs of young learners.
- Demonstrate cultural awareness and sensitivity toward diverse student populations with a strong focus on students with special needs, English Language Learners and their families.
- Describe and evaluate the impact of societal influences on early childhood education.
- Develop professional and academic behaviors that include strong writing and oral presentation skills, the ability to collaborate with peers and positive interpersonal skills.

Upon completion of the AS.PS.EDU degree, the student will be able to:

- Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.
- Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of student populations.
- Employ effective interpersonal, instructional and cultural communication techniques in order to foster active learning, dialogue, collaboration, and positive interaction with peers, school officials, parents and learners.
- Demonstrate the understanding and knowledge needed to promote cross-cultural understanding and educational equity in the classroom, through the adaptation of curriculum, coupled with instructional strategies, to meet the diverse needs of students.

- Design inquiry-based learning experiences that integrate technologies to engage students in individual and collaborative learning.
- Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public school teachers.

SUMMARY OF SIGNIFICANT DEVELOPMENTS

The **AAS.HS.EARLY.CHILD Program** was deleted in the Spring 2012 semester. As of the 10th day of the Fall 2016 semester, there remain 17 students still declared as **AAS.HS.EARLY.CHILD** majors. This deleted program will not be reviewed in this document.

Full-Time Faculty, who act as Advisors to Education majors, contacted all students listed. Though only 4 students were reachable, these 4 students are scheduled to graduate in the Spring 2017 semester and have received a Change of Program, with all deleted EDU courses replaced with current EDU courses. This is the first Education Program Review.

FOCUS ON STUDENTS

DEMOGRAPHICS:

Data acquired from the Center for Institutional Effectiveness (CIE) on 2013-2015 enrollment statistics suggest that in the Fall semesters, on average, 8 courses (18 sections) in education have been offered, thus reaching approximately 985 students in the Fall semesters. In the Spring semesters, although, on average, the same number of courses have been offered, the number of students taught was approximately 577. There were two courses offered during the 2013-2016 Summer sessions and approximately 20 student enrollments. In the Fall 2016 semester of 2016, the education program reached over 386 students with 9 courses (18 sections) offered.

According to the data collected by our program, the following courses were offered during the Fall, Spring and Summer semesters of 2013-2015:

- Introduction to Education (EDU 101)
- Inclusion and the Exceptional Child (EDU 102)
- Foundations of Multicultural Education (EDU 110)
- Early Childhood Development (EDU 120)
- Infant and Toddler Development (EDU 130)
- Educational Technology (EDU 140)
- Teaching and Learning in the Early Childhood Classroom (EDU 220)
- Supervised Field Work Experience (EDU 226)
- Principles and Practices in Education (EDU 201) was added to the program offerings in the Fall semester 2016.

Data acquired and compiled from the CIE (see *Appendix 1*) reveals the following student enrollment information:

- Fall 2013, there were a total of 284 students, 252 of which were full-time students
- Fall 2014, there were a total of 341 students, 224 of which were full-time students
- Fall 2015, there were a total of 360 students, 236 of which were full-time students
- Fall 2016, there were 386 students

Table 1 depicts the enrollment data by ethnicity during the Fall 2013 – 2016.

Table 1 – Enrollment Data by Ethnicity During the Fall 2013- 2016

Race/Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Am.Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian	15	5.3	21	6.1	25	6.9	16	4.14
Black/African American	7	2.5	25	7.3	20	5.5	23	5.95
Hawaiian/Pacific Islander	1	0.3	0	0	0	0	2	0.51

Hispanic, all races	71	25.0	85	25.0	102	28.3	107	27.7
Two or more races	3	1.0	4	1.2	2	0.5	1	0.25
White	132	46.5	132	38.7	144	40.0	143	37.0
Total Known Race	229		267		293		294	
Non-Resident Alien	21	7.4	23	6.7	20	5.5	23	5.95
Unknown	34	12.0	51	14.9	47	13.0	69	17.87
Total Enrollment	284	100	341	100	360	100	386	100

Note: This table does not include the students enrolled in the AAS.HS.EARLY.CHILD program which was deleted in Spring 2013. This program had 160 students enrolled in the Fall 2013, 70 students in Fall 2014, 32 students in Fall 2015, and 17 students in Fall 2016.

Student Satisfaction

[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, ...]

EDU program majors who graduated in 2012 were 28.8%. During the academic years (2013-2015), ninety-three students graduated from the transfer Education programs. The Center for Institution Effectiveness conducted a follow-up survey of EDU graduates in 2012 (n=1) and the one respondent gave an “excellent” rating to the question: “How well did the courses you completed at BCC prepare you for further education?”

Students who completed the EDU major (Fall 2012) transferred to Montclair State University, Berkeley College, Kean University, Ramapo College of New Jersey and Rowan University. Data, from one respondent, revealed that over 50 credits completed at Bergen Community College were accepted by the transfer institution (n=1). Additionally, 100% of courses completed at Bergen were accepted by four-year institutions (Fall 2014).

While results from the 2012 survey reflected that the EDU program of study helped their performance on the job, the two respondents in a 2014 survey (n=2), both felt that their education at BCC helped their performance on the job.

In the feedback received by the Center for Institution Effectiveness, student satisfaction was reflected in the following student narratives:

- A graduate from the Early Childhood Program-

“I had a great experience at BCC because as someone who did not know what she was going to do after high school, BCC was a great place for me to get my priorities in order. The professors are warm, intelligent, and are role models. BCC helped me gain confidence and while finding my interests, those 2 years were not wasted. I gained a degree and went on to earning an admission in The College of New Jersey in Early Childhood Education.....”

In student satisfaction surveys that were administered to students registered in varied EDU courses, data collected indicates that there is a high level of satisfaction with instructional

methods utilized in Education courses. Please see *Appendix 2*, for the most recent student survey.

Learning Outcomes Assessments

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, ...] Please fill out the chart below and include copies of recent assessment reports.

The Education program faculty members have conducted two outcomes assessment projects. Completed in the Spring 2015 semester, the first project assessed selected Program Learning Outcomes (PLOs) for both the AS.PS.EARLY.CHILD and AS.PS.EDUC, and the selected PLOs were revised and clarified as an outcome of the assessment project. This first outcomes assessment project was deemed exemplary by the Center for Institutional Effectiveness and Education faculty members were invited to the Board of Trustees meeting in May 2015 to present their project (see pages 26-30).

The most current outcomes assessment projects is focused on the evaluation of assignments that address current PLOs:

Program Learning Outcomes (AS.PS.EARLY.CHILD)

PLO: Describe traditional educational philosophies and develop a personal teaching philosophy that reflects current, evidence-based practices.

Describe how the outcome has been directly assessed in the last five year period.

EDU 226 is the field experience course for Early Childhood Majors. It is in this course that students develop a portfolio that includes a resume, teaching philosophy, lesson plans and reflection essays. The teaching philosophy includes a rationale for choice of career, need for the development of social and emotional skills for children, developmentally appropriate practices and professional and communication skills. (Please see attached rubric description). Data was collected in the Fall 2016 and analyzed based on the rubric.

What have been the results of that assessment? What changes have been made as a result?

According to the rubric used, though the majority of students received a grade of B or higher on this assignment, it is clear that the assignment is very dense and requires to be simplified according to themes. Since coursework was clearly aligned with the assignment, the students were fully supported and prepared to complete this assignment. However, there were some students who needed help and support on their assignment. These students were encouraged to submit drafts; they received one-on-one attention from faculty to help them better understand the assignment.

The philosophy essay reflects the students' knowledge and understanding of the developmentally appropriate practices for working with young children, and addresses the following areas: teaching, learning, observation, assessment and assessment, and positive guidance.

Though coursework throughout the semester has been supportive of this assignment and students have performed very well, the philosophy essay assignment has to be streamlined and reflective of distinct themes so that students can better understand the requirements for the assignment. Students will conclude this essay with a summary of their overall philosophy and relate it to their personal life. They will include their perspective on diverse student populations and their families, English language learners and student who have special needs.

Faculty will utilize a revised rubric for the assignment described above, which will align with their assignment descriptions.

We have decided that we would modify the rubric in the following ways:

- We will streamline it according to three specific criteria; content, evidence of professional and theoretical support and the style of writing. We will assign grades for each area assessed. In this way, the assessment will be more reflective of students' writing and thinking skills as well as have a research base. By utilizing a point system, students will receive more specific feedback on their writing. Instead of descriptive words as the grading system, we will utilize the following grading specifications:
 - 90-100
 - 80-89
 - 70-79
 - 69-60

Program Learning Outcome (AS.PS.EDUC Program)

PLO: Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.

Describe how the outcome has been directly assessed in the last five year period.

The educational philosophy assignment in the EDU 101 course is crucial for developing the attributes for effective teaching. Data collection was done in Fall 2016. This assignment was given to the students in the eight- ninth week of the semester. The rationale for this is that students would use the content matter internalized during the course to write this assignment. Data will be analyzed using a scale of 4-3-2. This would give the assignment the total credit of 20 points- 20% of the grade. The assessment rubric has 5 different criteria for evaluation; goals for student learning, enactment of goals (teaching methods), assessment of goals (measuring student learning), creating an inclusive learning environment, structure, rhetoric and language.

What have been the results of that assessment? What changes have been made as a result?

We have discovered that the rubric used to evaluate the stated outcomes, was too unwieldy and lacked clarity in grading of important themes in the philosophy paper. Thus, we decided to simplify the grading system by a makeshift rubric. Since students followed the assignment requirements in a very generalized manner, they were able to acquire high grades. The highest possible grade is an A. Few students scored a B. While we are satisfied with students' ability to receive high grades on this philosophy essay, we recognize that there are certain aspects of students' writing that were not assessed by the rubric used. Furthermore, the grading system is rather vague and lacks specificity to inform students where they can improve.

According to the rubric used, high grades were achieved yet many students lacked a coherent grasp of the requirements of the assignment. The assignment and the rubric is very verbose and long-winding, which led the students to be confused and muddled on the requirements of the assignment. Instructors had to clarify and describe the assignment in class in ways that was easily understandable by students. Some of the assignments lacked references to the text and were mere reflections by the students on their philosophy of teaching. As well, many students' writing lacked concluding sentences. We recognized that these items were not included in the rubric, yet are very important aspects that reflect academic writing and critical thinking skills.

The philosophy assignment will be streamlined, and explained with examples, so that students can better understand the requirements. The assignment will be written in a clear and concise manner so that there would be no ambiguity on the requirements for the essay. The assignment will focus on the main themes on which the student will work.

We have decided that we would modify the rubric in the following ways:

- We will omit the highly technical and verbose language that is used in the rubric, and reorganized, according to content, philosophical research base and the style of writing. We will assign grades for each area assessed. In this way, the assessment will be more reflective of students' writing and thinking skills as well as have a research base. By utilizing a point system, students will receive more specific feedback on their writing. Instead of descriptive words as the grading system, we will utilize the following grading specifications:
 - 90-100
 - 80-89
 - 70-79
 - 69-60
- We will revise the rubric to include the following criteria for student writing:

Clear rationale for choice of historical philosophy/ies is present and supported by research on traditional philosophers. Rationale for choice of philosophy will be based on information from research, students' experience and will incorporate information from class discussions and the textbook.

There will be concluding statements that summarize the main points of students' perspective on their philosophy.

Student Success

[Retention and completion rates, placement data, comparison to other colleges in New Jersey and national trends, transfer rates and/or transfer success, graduates' perspectives, employers' perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, ...]

One-Year Retention, Fall 2014

Education students had a 63- 64.4% one-year retention rate, as compared to the BCC retention rate of 64%.

Transfer rates, Fall 2012

EDU majors who transferred to another institution were 22.7% as compared to BCC were 17.3%.

Graduation Rates, Fall 2012

Education majors had a 28.8% graduation rate, as compared to BCC, which showed a 20.2% graduation rate.

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Overall, Education graduates at BCC transfer to a variety of colleges and report a positive educational experience from their time as students at BCC. In the future, larger sample sizes of survey data for graduates are necessary to evaluate the strengths and weaknesses of the Education degree program. For the student satisfaction surveys administered by the CIE, there were only one or two respondents. However, EDU faculty receives a wealth of data related to student satisfaction with EDU courses, as exemplified in *Appendix 2*.

FOCUS ON FACULTY AND STAFF

Demographics

The Education Program includes 2 full-time faculty members and 6 adjunct faculty members. A questionnaire was distributed to all faculty members and an additional questionnaire was distributed to the full-time tenured faculty members during the Fall 2016 semester. The data were collected to assess demographics, satisfaction with the Education Program, and support for teaching. The additional survey that was distributed to full-time faculty assessed professional affiliations, service to the college, awards/honors, special projects, grants, publications, presentations, and conference attendance. Table 2, Table 3, Table 4, and Table 5 show the gender, ethnicity, highest degree earned, and years of college teaching experience of Education Faculty at BCC.

The Education faculty has a good distribution of both male and female faculty in relation to the gender of the student population enrolled in Education courses. Diversity of faculty members was noted within the Education Program at BCC, and it is noted that, in terms of equity, the student population at BCC is represented within the faculty members of the Education program.

Additionally, Education faculty is highly educated, with a large proportion holding doctorate degrees. Additionally, the Education faculty at BCC has a wealth of college-level teaching experience.

Table 2 – Gender of Full-time and Adjunct Education Faculty

Gender (<i>n</i>=8)	Percentage
Male	25%
Female	75%

Table 3 – Ethnicity of Full-time and Adjunct Education Faculty

Ethnicity (<i>n</i>=8)	Percentage
Asian	12.5%
Black	12.5%
Hawaiian/Pacific Islander	0%
Hispanic	37.5%
White	37.5%

Table 4 – Highest Degree Earned Among Full-time and Adjunct Education Faculty

Highest Degree Earned (<i>n</i>=8)	Percentage
Doctoral	37.5%

Masters	62.5%
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Table 5 – Years of College Teaching Experience Completed by Full-time and Adjunct Education Faculty

Years of College Teaching Experience (n=8)	Percentage
15 years or more	12.5%
10-15 years	12.5%
5-10 years	37.5%
0-5 years	37.5%

The Education Program faculty was surveyed about their satisfaction with various aspects of the department, as can be seen in Table 6, Table 7, Table 8, and Table 9. Significantly, a large majority of Education faculty reported high degrees of satisfaction across all aspects surveyed, as indicated below.

Table 6 – Satisfaction Ratings of the Education Program Leadership Among Full- time and Adjunct Education Faculty

How satisfied are you with the leadership of the Education Program? (n=8)	Percentage
Very Satisfied	62.5%
Satisfied	37.5%
Not Satisfied	0%

Table 7 – Satisfaction Ratings of the Office Administration of the Education Program Among Full-time and Adjunct Education Faculty

How satisfied are you with the office administration of the Education Program? (n=8)	Percentage
Very Satisfied	62.5%
Satisfied	37.5%
Not Satisfied	0%

Table 8 – Satisfaction Ratings of the Academic Offerings in the Education Program Among Full-time and Adjunct Education Faculty

How satisfied are you with the academic offerings of the Education Program? (n=8)	Percentage
Very Satisfied	75%
Satisfied	25%
Not Satisfied	0%

Table 9 – Satisfaction Ratings of the Facilities and Technology Available for Teaching in the Education Program Among Full-time and Adjunct Education Faculty

How satisfied are you with the facilities and technology available for teaching in the Education Program? (n =8)	Percentage
Very Satisfied	62.5%
Satisfied	37.5%
Not Satisfied	0%

Teaching support service for Education faculty is depicted in Table 10. The most used resources reported by Education faculty are library services, technology, tutoring center, Office of Specialized Services and Moodle.

Which of the following do you use for support in your teaching? (n =8)	Percentage
Library Services	50%
Computer Lab	37.5%
Writing Lab	37.5%
Technology	62.5%
Tutoring Center	50%
Office of Specialized Services	37.5%
Moodle	25%

Center for Innovation in Teaching and Learning (CITL)	50%
Center for Student Success	37.5%
Retention Alert (Pipeline)	25%

In summary, the Education Program faculty is highly educated in the discipline of Education with three faculty members holding Doctoral Degrees and five faculty members holding Masters Degree. The majority of Education faculty report that they are very satisfied with the leadership and the office administration of the department. The Education faculty utilizes a variety of institutional supports for their students and to support their teaching. Significantly, as indicated in Table 10, 50% report using library services and 67.5% report utilizing technology. It was noted that 50% of the faculty utilize the Center for Innovation in Teaching and Learning to support teaching. It is preferred that 100% of Education faculty would utilize all instructional supports provided at BCC. For example, extensive support for teaching and learning is available in the BCC Library, including free access to databases, such as ERIC, for locating scholarly research articles on best practices for teaching, classroom management, and assessment, as well as articles on societal issues related that impact the education of students. The Library, therefore, is supportive of Education coursework and all Education faculty members, including adjunct faculty, should utilize this institutional resource to benefit student learning. Moreover, faculty in the Library offer instructional workshops that include detailed instruction on how to differentiate between peer-reviewed articles and scholarly articles that may not be peer-reviewed, as well as how to utilize the free databases for references for research essays, presentations and other projects. Workshops are easily scheduled via the BCC website and can advance the academic research skills of Education majors. The Library staff and faculty support students and provide guidance for academic research, which can lead to improvements in grades on essays, etc. It is recommended that Education faculty facilitate students' use of the Library as a resource, through scheduling workshops during class time.

Additionally, Moodle is an instructional support that is easy to access. Whether or not faculty teaches online or on campus, it is recommended that all Education faculty members utilize Moodle to support their teaching and their students' learning. Enhancing all courses with Moodle, provides an organized way to take attendance electronically, post syllabi and assignments, and manage an electronic grade book. Utilizing Moodle simplifies classroom management for faculty, providing a clear display of grades for students to keep themselves on track with assignments, their attendance while providing easy access to the syllabus, Power Points, etc., which leads to less class meeting time for reminders related to student responsibilities. Moodle, therefore, supports both teaching and learning and it is hopeful that 100% of Education faculty will utilize this institutional support.

Survey Data for Full Time Faculty Members: As can be seen in Table 11, there are 2 full time faculty members, who have between 8-12 years of college teaching experience, and between 4-6 years of teaching at Bergen Community College (BCC). Displayed in Table 12, is the data collected for the years of college teaching experience of the Education adjunct faculty.

Table 11 – Years of Teaching Experience Among Full-Time Education Faculty

Full Time Faculty	Years of College Teaching Experience	Years of Teaching Experience at BCC
Faculty Member (1)	12	6
Faculty Member (2)	8	4

Table 12 – Years of Teaching Experience Among Adjunct Education Faculty

Years of College Teaching Experience	Percentage of Adjunct Faculty (n=6)
More than 15 years	16.67%
Between 5-10 years	33.33%
0-5 years	50%

Full-time Education faculty participate in a wide variety of College-Wide Committees:

Faculty Senate, Learning Assessment Committee, Women's History Month Committee, Child Development Center, Advisory Board, New Faculty Committee, Divisional Promotional Committee, Asian Heritage Month Committee, and the Academic Standing Committee.

The Education Program full-time faculty are consistently involved in BCC endeavors providing evidence of their substantial commitment and dedication to provide service to the college. This is reflected through consistent participation in the following projects and endeavors:

Achieving the Dream (ATD) Core Team Member, ATD Action Teams Members, CIE Assessment Fellow, Co-Chairs on the Education Program Review, Economics Program Review Committee Member, Sociology Program Review Committee Member, Institute of Learning in Retirement Volunteer Instructor, Education Club Faculty Advisor, Faculty Cohort Advising for Education Majors, Formalized an Internal Articulation Agreement for Child Development Associate (CDA) credential-holders, Self- Study Middle States Committee Members, Revised Education Curriculum, Modified Education Program Learning Goals, Revised the Student Handbook for the Early Childhood Development Supervised Fieldwork Course, Developed and Maintain Partnerships for Off-Campus Field Sites for Clinical and Practical Experiences, Developed the Education Program Curriculum Map, Developed the AS.PS.GEN Curriculum Map and Student Learning Outcomes, Gateway to Completion (G2C) Project, Outcomes Assessment Liaisons for the Education Program, Assessment Liaison for the AS.PS.GEN Program, Search Committee Members for Divisional Deans, Shenzhen Professional Educator Delegation BCC Tour Co-Leaders, Coordinators and Co-Presenters, Hiring Committee Member for Child Development Center Staff

Full-Time Faculty collaborates regularly with the Continuing Education Department on the following projects: Development of Online CDA Training Program, Hiring of instructors to lead CDA Courses, Initiating Core Praxis Workshops for Cohorts of Education Majors, Ongoing Collaboration on locating Volunteer Opportunities for CDA candidates

Full-time Education faculty members regularly attend a wide variety of professional conferences and professional development events. Some of these professional events include:

Association of Teacher Education Conference, National Institute for Staff and Organization Development (NISOD) Conferences, Tri State Best Practice Conferences, Beacon Conference, Statewide Community College Meeting for 2-4 year College Partnership Pilot Program at Brookdale Community College, Achieving the Dream National Conference in Atlanta, Georgia, Child Development Associate Credential Meeting, Coalition for Infant and Toddler Educators (CITE) Annual Conference, NJ Head Start Annual Convention in Atlantic City, Passaic County's 4 C's Annual Conference, Race and Diversity in Suburbia Conference at BCC

Full-time Education faculty members attend, participate in and present Center for Innovation in Teaching and Learning (CITL) workshops. CITL presentations include:

"Teaching Diverse Learners", "Creative and Critical Thinking", "High Impact Practices for Teaching and Learning", "The Equitable Classroom Environment", "Classroom Management"

Overall, full-time faculty are extensively active in their discipline, committed to obtaining current information related to the field of Education, and regularly participating in and leading a variety of professional activities and initiatives that translates to a high level of ongoing service to BCC and to their profession. Faculty serves on a variety of committees and regularly attends and presents professional development events both on-campus and off-campus.

Professional Activities

Full-time faculty in the Education program have published their written work in a variety of formats, including peer reviewed journals, college textbooks and scholarly journals. Faculty have led presentations at a variety of professional conferences including:

NISOD, Tri State Best Practice Conferences, Coalition for Infant and Toddler Educators (CITE) Annual Conference, New Jersey Head Start Annual Convention, CITL Training Workshops, New Faculty Orientation, Day of Development Workshops, Passaic County's 4'Cs Annual Professional Development Conference

Full-time faculty members hold positions as BCC coordinators for the New Jersey City University NOYCE STEM GRANT. As well, they have collaborated with the Grants Department and the Director of the Child Development Center (CDC) on a prospective grant opportunity to fund initiatives for Early Childhood Education majors and CDC students. Additionally, full-time faculty assisted in the coordination of the high participation of BCC Education majors at free Core Praxis Preparation Workshops hosted by William Paterson University, on their Wayne campus and the BCC campus

Full-Time Faculty have the following professional affiliations and memberships: William Paterson University Community Relations Council, the CDC Advisory Board Committee Member, Coalition for Infant and Toddler Educators, Council for Professional Development, National Association for the Education of Young Children, New Jersey Association for the Education of Young Children, National Education Association, New Jersey Education Association, Division of Children and Family Services of Monmouth County, Performance Evaluator for New Teachers (edTPA).

Special projects in the Education Program include development of multiple opportunities for Education students to volunteer in the field, within ongoing group Service Learning projects. Faculty continually develops and facilitates mutually beneficial partnerships. Please see page 23.

Additionally, Full-Time Faculty contributes to student success and positive relations with community members through the ongoing development and facilitation of partnerships with off-campus schools who provide clinical fieldwork, observation sites and supervised fieldwork opportunities for Education majors. These sites are listed within the **Focus on Community** section.

Adjunct Faculty

There are 6 adjunct faculty members in the Education Program who are hired by the Department Chair of Social Sciences Dr. Jacqueline Behn and the Divisional Dean. The Department Chair hires and schedules the courses for all adjunct faculty members. Full-time faculty facilitates and coordinates adjunct faculty, working collaboratively with the Department Chair to evaluate the curriculum vitae of candidates who apply to teach courses within the Education Program. This process ensures that each adjunct faculty member has the experience and credentials related to the specific courses to which they will be assigned. Adjunct faculty are evaluated and observed by full-time faculty in the Education Program once every 2-3 years. Full-time faculty regularly shares assignments, activities and grading rubrics with adjunct Education faculty, as well as provides adjunct faculty with ongoing support and guidance through the following endeavors: clarification of coursework and student responsibilities, providing information on the group Service Learning project, students' logging of observation hours, available clinical experiences field sites and Education program requirements. Full-time faculty reach out to adjunct faculty throughout the semester.

Staff

The Education Program currently has one full-time secretary who works for the Social Sciences Department. Currently, there are two student workers in the Social Sciences Department providing office support. The student workers also split their time between the Social Sciences and Business Departments. There is an Ender Hall building secretary who provides assistance during the daytime hours for Education faculty whose courses are scheduled at Ender Hall.

As well, the Child Development Center on the Paramus campus, offers childcare for children aged 2-13, from 7:30 am-5:30 pm. This service is open to BCC faculty and students who require childcare during those hours, as well as offered to the local Bergen County community.

Data Needs

Keeping an organized, sequential record of Faculty's attendance at conferences, presentations of workshops at professional development events, scholarly work, professional affiliations, and work in the community would simplify the evaluation of this area for future Program Reviews.

As well, further surveys of adjunct faculty are necessary to determine why there is a lack of utilization of institutional supports in some areas, particularly the use of Moodle for web-enhancing on-campus courses and the use of technology to support teaching and learning.

FOCUS ON CURRICULUM

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—**please comment on only those which are applicable to this program.**

Summary of Program Curriculum

[Degrees, certificates, sequences of courses] Attach copies of Program Learning Outcomes, Curriculum Maps and Master Course Syllabi, where applicable

Complete course descriptions from 2016-2017 BCC academic catalog:

Please see *Appendix 3*

Master Course Syllabi from BCC syllabi central website and the departmental record:

Please see *Appendix 4*

Program degree course requirements from 2016-2017 BCC academic catalog:

Please see *Appendix 5*

Program Goals

Professional Studies AS – Early Childhood Education Option

Code: AS.PS.EARLY.CHILD

Program Learning Outcomes

- Describe traditional educational philosophies and develop a personal teaching philosophy that reflects current, evidence-based practices.
- Create engaging and effective lessons and activities that incorporate children's literature, high quality educational materials and instructional technology in order to address students' learning styles, preferences and developmental levels.
- Evaluate and apply effective teaching and classroom management strategies and developmentally appropriate practices that address the academic, physical and social and emotional needs of young learners.
- Demonstrate cultural awareness and sensitivity toward diverse student populations with a strong focus on students with special needs, English Language Learners and their families.
- Describe and evaluate the impact of societal influences on early childhood education.
- Develop professional and academic behaviors that include strong writing and oral presentation skills, the ability to collaborate with peers and positive interpersonal skills.

Professional Studies AS– Education Option
Code: AS.PS.EDUC

Program Learning Outcomes

- Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.
- Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of student populations.
- Employ effective interpersonal, instructional and cultural communication techniques in order to foster active learning, dialogue, collaboration, and positive interaction with peers, school officials, parents and learners.
- Demonstrate the understanding and knowledge needed to promote cross-cultural understanding and educational equity in the classroom, through the adaptation of curriculum, coupled with instructional strategies, to meet the diverse needs of students.
- Design inquiry-based learning experiences that integrate technologies to engage students in individual and collaborative learning.
- Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public school teachers.

Course Offerings

The following courses shown in Table 13 are listed on the 2016-2017 Bergen Community College academic catalog.

Table 13: Courses Listed in the 2016-2017 Bergen Community College Academic Catalog

Course	Credits
EDU 101 Introduction to Education	3
EDU 102 Inclusion and the Exceptional Child	3
EDU 110 Foundations of Multicultural Education	3
EDU 120 Early Child Development	3
EDU 130 Infant and Toddlers Development	3
EDU 140 Educational Technology	3
EDU 201 Principles and Practices in Education*	3
EDU 220 Teaching and Learning in the Early Childhood Classroom	3
EDU 226 Supervised Field Experience**	3

Notes:

- Course that have EDU 101 as a prerequisite in the 2016-2017 Catalog
- ** Course that have EDU 220 as a prerequisite in the 2016-2017 Catalog

Curricular Issues

[Articulation, program development, course development]

We have articulation agreements with the following two institutions for our Education programs:

1. William Paterson University
2. New Jersey City University

An A.A. or A.S. degree from a New Jersey community college will be fully transferable as the first two years of a baccalaureate degree program at New Jersey public four-year institutions (see *Appendix 6*).

Dual Enrollment

[Developmental preparation, prior courses and their impact, alignment with AGECEC or with Course Equivalency Guide, dual enrollment or articulation agreements with high schools, ...]

Currently, we are dual enrolling the following Education courses: EDU 101, EDU 120, and EDU 220. Students who are interested in the field of Education take our courses at their BCC dual enrolled high schools and are taught by the high school teacher.

Articulation with High Schools

The school districts that run EDU courses, which are fully articulated with the Education program are:

- Fairlawn SD
- Northern Valley Regional SD
- Ramapo-Indian Hills SD
- Lyndhurst SD

Follow-up Courses

[Sequential courses, connecting activities, ...]

In the AS.PS.EARLY.CHILD program, EDU 220: Teaching and Learning in the Early Childhood Classroom is a prerequisite for EDU 226: Supervised Field Experience. While this is the general program sequence, there are circumstances where Early Childhood Education majors can take both courses concurrently in the same semester, with instructor approval. Students who have earned 45 credits towards their AS.PS.EARLY.CHILD degree and are scheduled to graduate, are granted approval to take EDU 220 and EDU 226 concurrently in the same semester. They receive written approval for an override, from the instructor of EDU 226. Student go to the Advising Office with this written approval, meet with an advisor, who is able to override the prerequisite requirement, allowing the student to graduate on time.

The majority of EDU courses have required clinical field experience hours (*see Appendix 4*).

- EDU 101 has 20 required observation hours in a Preschool through 12th grade classroom
- EDU 102 has 20 required observation hours in a Preschool through 12th grade classroom
- EDU 120 has 5 required observation hours in a Preschool through 3rd grade setting
- EDU 130 has 5 required observation hours in a Preschool through 3rd grade setting
- EDU 220 has 5 required observation hours in a Preschool through 3rd grade setting
- EDU 226 has 30-40 required supervised field work hours in a Preschool through 3rd grade setting

Scheduling

[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, distance, or short-term; ...]

SCHEDULING

Table 14 shows the number of courses and enrollment across Spring, Summer and Fall semesters for 2013, 2014 and 2015. The Education course offerings per semester for 2013, 2014, and 2015 are shown in Table 15.

Table 14- Number of Education Courses and Enrollment Statistics

	2013		2014		2015	
Term	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment
Spring		159		189		229
Fall		284		341		360

Table 15- Education course offerings per semester

Term	EDU 101 Introduction to Education	EDU 102 Inclusion and the Exceptional Child	EDU 110 Foundations of Multicultural Education	EDU 120 Early Child Development	EDU 130 Infant and Toddlers Development	EDU 140 Educational Technology	EDU 201 Principles and Practices in Education	EDU 220 Teaching and Learning in the Early Childhood Classroom	EDU 226 Supervised Field Experience
2014 Spring	•	•	•	•	•	•		•	•
Fall	•	•	•	•	•	•		•	•
Summer			•						
2015 Spring	•	•		•	•	•		•	•
Fall	•	•		•	•	•		•	•
Summer						•			
2016 Spring	•	•	•	•	•	•		•	•

Fall	•	•	•	•	•	•	•	•	•
Summer			•		•				

Note: EDU 101 is offered at both Paramus and Lyndhurst campuses. Education courses are offered in the form of face-to-face, online and hybrid courses.

Outcomes Assessment Project: Completed in Spring 2015

[Ways in which the program addresses the college's commitment to assessment and assesses its program learning outcomes, changes that have been made to the curriculum as a result of assessment, ...]

An Assessment was conducted for the Education department in 2013-2015 following the time cycles of assessment established by the College. The assessment was conducted for the two Education programs- AS.PS.EARLY.CHILD and AS.PS.EDUC

The most impactful outcome of the following outcomes assessment project was that the findings led to the full re-development of the Program Learning Outcomes (PLOs), the Curriculum Maps and Program Brochure. For both Education Programs, full time faculty members modified and redeveloped master syllabi for all Education courses, including the Student Learning Outcomes for each course. Data collected from the outcomes assessment project indicated that the PLOs and SLOs were not aligned with current best practices for teaching, learning, and assessment of students from the preschool through 12th grade classroom setting. Additionally, for articulation purposes, course criteria, student responsibilities and course requirements were evaluated and re-developed to align with the current criteria for Teacher Preparation and the Education courses offered in four year schools and universities (see *Appendix 7*).

Innovations or Changes in Last Five Years

[New issues, significant changes, improved methodologies, ...]

Course Development

Since 2012, faculty members have developed and revised the courses indicated in Table 16. Some new courses were created; some have been updated and revised. Additionally, some courses have been reinstated, revised and offered again. Table 16 shows the Education course development activities that included the creation of new courses, hybrid sections, online sections and reinstated courses.

Especially noteworthy is the development and revision of 9 Education courses to meet the needs of the reforms in the education field. Education faculty members have an important role in the federal STEM grant. EDU 140 Educational Technology was developed so that education students will be provided with best practices of utilizing educational technology to enhance the learning experiences of students from preschool to high school. EDU 110 Foundations of Multicultural Education, EDU 220 Teaching and Learning in the Early Childhood Classroom, and EDU 226 Supervised Field Experience were developed to meet the diverse needs of the classroom.

Table 16 - Course Development Activities

Course Number and Title	New Course	Hybrid Section	Online Section	Revised Course	Course Reinstated
EDU 101 Introduction to Education			•	•	
EDU 102 Inclusion and the Exceptional Child			•	•	
EDU 110 Foundations of Multicultural Education	•		•		•
EDU 120 Early Child Development				•	
EDU 130 Infant and Toddler Development			•	•	
EDU 140 Educational Technology	•	•			
EDU 201 Principles and Practices in Education			•	•	•
EDU 220 Teaching and Learning in the Early Childhood Classroom				•	
EDU 226 Supervised Field Experience	•	•		•	

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Education Faculty were presented with challenges when seeking enrollment data for Spring and Summer sessions as this information was not posted on the Bergen website. It would be useful to have enrollment data to reflect increases and declines in Education program student enrollment. For example, in the Fall 2013, the AAS.HS.EARLY.CHILD was deleted. At the time of deletion, there were over 100 students enrolled in this program. It is not clear if these students declared themselves as AS.PS.EARLY.CHILD majors, graduated or transferred, and there are 17 students enrolled currently. Additionally, it would be useful to have data on the percentage of AS.PS.GEN majors who are interesting in becoming certified public school teachers.

FOCUS ON SUPPORT

Reflect on the support issues related to this program — **please comment on only those which are applicable to this program.** To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, ...?

Technology:

[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, ...]

Many of the Ender Hall classrooms, where Education courses are primarily held, are technology-enhanced or have on-cart technology. At BCC, 62.5% of Education faculty report using technology in their teaching. Education Faculty schedule courses in the grant-funded technology room, located in Room 153 Ender Hall. Currently, there is a printer issue in the Education technology lab.

Additionally, a larger Education technology lab would be preferable for Education courses, as the current space makes peer work challenging. Apps. For I-pads would advance the use of instructional technology for Education majors to plan and demonstrate lessons and activities that are infused with technology.

Resources, Budget

[Staffing, operating and capital budgets, grants, ...]

Multiple CIRD grants were awarded to Education Faculty to fund research studies. The funds received were used to purchase books, films, CDs, art supplies and other instructional materials to utilize within Education courses and to support coursework. Instructional materials are stored in Room 139 Ender Hall and films and CDs are stored in the Library on the Paramus campus.

Additionally, Full-Time Faculty members coordinate the NJCU NOYCE STEM Grant on the BCC campus. Students are interested in becoming Science, Technology, Engineering or Mathematics teachers, and meet additional criteria, are eligible to apply for this grant of \$17,000.00 annually, for the third and fourth year of tuition at NJCU.

Facilities and Equipment:

[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, ...]

In the Fall 2016 semester, 22 students were enrolled in the required EDU 140: Educational Technology course, held in the Technology Room located in 153 Ender Hall. This room contains 15 McIntosh desktop computers and a SMART board.

Learning Resources

[Collection of books, databases, journals, videos, ...; learning assistance or tutoring, ...]

The Education Program has a variety of grant-funded instructional materials that are incorporated within coursework to promote active engagement of students. Materials include books, films, music CDs, mathematics materials and games, and materials to advance literacy of students in grades Preschool through 12th grade. Many of the books and films are stored at the general Library on the Paramus campus. Education faculty recognize that having a central Education library and storage space for instructional materials would facilitate all faculty members to be more apt to utilize these resources. Room 137 Ender Hall is currently vacant and is an easily accessible location for all Education faculty members.

The Library provides access to journals that are used across the Education curriculum. Students and instructors use the Library to access the free use of Education textbooks and attend whole class Library Workshops held by Library faculty, on how to freely access the databases to search for scholarly sources for Education research projects.

It would be beneficial if additional Core Praxis Exam Practice books could be purchased and stored in the Library. Currently there are very few available for Education majors to borrow and prepare to pass the required Core Praxis Exam, necessary for entry to four year Teacher Preparation Programs. With 360 Education majors noted in the Fall 2016 semester, Education faculty request the purchase that a minimum of 50 practice books are available for students' use, with approval for students to borrow for two week intervals, in order for all Education students to have the support from BCC to seamlessly transfer to four year colleges and universities as Education majors.

Tutoring is also an area of support for students in Education courses. There are tutors available to help students plan and write essays and research papers and organize verbal and visual presentations. In the Writing Center, students can get assistance on organizing their research papers and utilizing APA format. Additionally, tutors will assist students in editing, revising and reduce writing errors. Education majors would benefit from having a tutor specifically for Education courses.

The Education Club consists of Education majors who are interested in teaching in grades from Preschool through 12. An Education program faculty member advises club members, and Club members select activities and events to participate in. The Education Club partners with the Pride Club, the Theatre Club and the Anime Club for a variety of events on-campus. As well, the Education Club assists at various events held at the CDC. The Education Club has facilitated Professional Development Events, inviting community partners to receive professional development on issues impacting Education.

Marketing and Public Relations

[Brochures, print materials, website, special events, recruitment efforts, ...]

From the Spring 2014 semester, Full-Time Faculty members have the role of Department Advisors for Education majors. Faculty reaches out to all registered Education majors and encourages students to make schedule time for advising. As well, Faculty extends this outreach to AS.PS.GEN majors who are interested in a career in teaching. This initiative includes the communication of the current criteria for successful transfer and entrance into Teacher

Preparation Programs in four-year colleges and universities, information that Faculty shares with Transfer Counselors and the Advisement Office. Faculty revised the Education Curriculum Map and Program Brochure in the Fall 2014 semester. The Education Program hosts professional development events, book readings/viewings, panel discussions, and film viewings for educators in and around Bergen County.

As well, Faculty facilitates recruitment and represents the Education Program at all BCC open houses and majors fairs. When presenting at off-campus conferences, Faculty distributes Education brochures, business cards and information about the Education Program and course offerings. Through interaction with community partners, Faculty promotes the Program through the distribution of the Education brochure and flyers.

Education Faculty Advisors reach out to students who are declared as AS.PS.GEN majors. When AS.PS.GEN majors have interest in transferring to Teacher Education Programs in four year colleges and universities, Education Faculty Advisors make contact through email, telephone and written communication through the Advising Office. Many AS.PS.GEN majors register for Education classes and are continually provided with the criteria for successful transfer during face-to-face meetings, email and telephone (see *Appendix 8*).

Support Services

[Advisement, assessment, testing, job placement, ...]

Faculty works closely with the Office of Specialized Services in order to enhance the academic experience of self-declared Education students who are eligible for classroom accommodations. Faculty has attended an OSS staff meeting to discuss requirements and prospective salaries for students who wish to enter the workforce in the field of Education, upon graduation from BCC. Discussion included how to best advise Turning Point students who are interested in becoming Caregivers, Assistant Teachers and Aides in Daycare settings.

Faculty develops partnerships in the community in order to support successful clinical field experiences for Education majors, as a component of coursework. Supporting students who are interested in working in classrooms from Preschool through 12th grade, Faculty develops and maintains partnerships with agencies and schools in and around Bergen County, including public and private preschools and high schools.

Education Faculty works collaboratively with BCC's Continuing Education Department staff, to coordinate and schedule Core Praxis Exam Workshops for cohorts of Education majors. Passing the Core Praxis Exam is one aspect of the criteria necessary for successful entry into Teacher Preparation Programs at four-year colleges and universities. Faculty has been influential in supporting students through coordinating a low cost registration fee for these workshops, in order to encourage enrollment. Additionally, Faculty has supported and coordinated high student attendance at William Paterson University's free Core Praxis Workshops both on the BCC Paramus campus and the WPU Wayne campus.

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Education Faculty members recognize the need for a central area to store instructional materials particularly to make these resources readily available for adjunct faculty to utilize.

FOCUS ON COMMUNITY

Reflect on the degree to which you seek regular input from outside of the college—the community—for this program— **please comment on only those which are applicable to this program.**

Community Groups

[High school connections, community agency connections, other forms of community involvement, ...]

The Education Program offers a variety of opportunities for students to volunteer for Community Outreach through Group Service Learning endeavors. Education majors can choose to complete volunteer Service Learning hours in faculty-approved sites. Students enrolled in Education courses have the opportunity to be involved with Community Outreach at the following agencies:

- Bergenfield Head Start Location
100 Portland Avenue
Bergenfield, NJ 07621
- Boys and Girls Club of Hackensack
69 Railroad Avenue
Hackensack, NJ 07601
- Boys & Girls Club of Hawthorne
150 Maitland Avenue
Hawthorne, NJ 07506
- Boys and Girls Club of Lodi
460 Passaic Avenue
Lodi, NJ 07644
- Cliffside Park Head Start Location
263 Lafayette Avenue
Cliffside Park, NJ 07010
- Hackensack Head Start Agency
291 Second Street
Hackensack, NJ 07601

Students enrolled in Education courses have a required amount of clinical experience hours that as a component of their coursework. Required observation hours must be logged in preschool through 12th grade classroom settings. Specific Education courses require specific classroom settings. For example, EDU 102: Inclusion and the Exceptional Child requires students to observe for 20 hours in an inclusive setting, while EDU 130: Infant and Toddler Development

requires 5 hours of observation in a classroom setting which serves children aged 0-3 years old. Additionally, EDU 226: Supervised Fieldwork Experience is the capstone course for the AS.PS.EARLY.CHILD program. Students who are enrolled in EDU 226: Supervised Field Work Experience are required to complete 30 fieldwork hours in classroom settings that serve young children. During the semester, as a required component of coursework, students registered for EDU 226 develop and lead weekly lessons in a field classroom, with cooperating teachers providing support and supervision. Along with the Greater Bergen Community Action schools, many students have the opportunity to complete these required observation hours and supervised field experiences at the CDC, which is BCC's on-campus Laboratory School (**Appendix 9**). A Laboratory School is unique for a community college campus and so convenient for Education majors. Additionally, the following are schools that have Education faculty-approval for observations, and are considered as community partners of the BCC Education Program:

- Green House Preschool
2070 Jones Road
Fort Lee, NJ 07024
- Hackensack High School
135 1st St
Hackensack, NJ 07601
- Han Al High School
260 Harrison Street
Leonora, New Jersey 07605
- OV Babies Learning Center/ Infants and Toddlers
95 Route 17 S
Paramus, NJ 07652
- Vincente K. Tibbs
183 Williams Street
Englewood, NJ 07631
- Westwood Childcare Academy
24 Booker Street
Westwood, NJ 07675

The Education program has the dual-enrollment partnerships with local school districts. High school students interested in Education courses are offered the opportunity to earn BCC credit for the following courses:

- EDU 101: Introduction to Education
 - Lyndhurst HS – 4 students registered
- EDU 120: Early Childhood Development
 - Ramapo HS – not registered yet
- EDU 220: Teaching and Learning in the Early Childhood Classroom

- Both EDU 120 and EDU 220 - Fairlawn HS - 7 students registered

The Bergen Community College High School Partnership program targets high school students in their junior year, and encourages these students to receive college credits, while taking their high school EDU courses. This program has led students to seriously consider BCC to complete their 2-year degree in Education, since they have already accumulated college credits in the field. These students have had an opportunity to receive a true understanding of the field of Education confirmed their desire to be an education in the future. The director of BCC College/High School Partnerships leads this process through Dual-Enrollment, on the high school campus, and BCC Prep, on the college campus, and works with high school partners to promote the Education Program.

Community Issues Related to Program

On February 4, 2015 the New Jersey Department of Education (“the Department”) proposed significant changes to state requirements for teacher preparation and certification based upon national research, local stakeholder recommendations – including our higher education community – and feedback from current and prospective New Jersey educators. The current new teacher preparation requirements can greatly impact transferring community college students who are interested in pursuing teacher certification. For successful transfer, students should strive to have the following criteria met if interested in transferring to 4-year Teacher Preparation Programs after graduation:

- Pass the Praxis Core Academic Skills for Educators exams
- Achieve a cumulative 3.0 GPA or higher
- Develop a personal teaching philosophy statement
- Obtain a NJ Substitute Teaching License

The new criteria for acceptance to Teacher Preparation Programs upon graduation from BCC, greatly impacts students interested in becoming certified public school teachers. Without structured supports in place, specifically Faculty Advisement for Education majors, many students would not be prepared to transfer to Teacher Preparation Programs. This is particularly impactful for AS.PS.GEN majors and AA.LA.GEN who are interested in becoming certified public school teachers. Though full time Education faculty continually engage in outreach through email blasts, sharing of information with the Advising Office, attending Majors Events on campus, the large majority of students who are not declared as Education majors and are interested in transferring to Teacher Preparation Programs do not recognize the required criteria to achieve this goal (see **Appendix 8**).

Academic and Transfer counselors should direct all students who are interested in becoming teachers in NJ public schools, regardless of their declared major, to Full-Time Education Faculty who could provide specific advising, including providing information on free and inexpensive

methods for preparation for the Core Praxis Exam and grant opportunities. Academic and Transfer counselors consider that the Education Program offers fully a fully transferable degree, much like the AS.PS.GEN Program. Like the AS.PS.GEN program, transferability is course specific, with some courses being fully articulated and others being accepted as electives. Counselors should consider this information when guiding students as they declare their majors.

External Requirements or Considerations

For Education majors who are interested in transferring to pursue a career as certified public school teachers and/or for those who wish to enter the workforce upon graduation, Full-Time Faculty maintain current knowledge on the certifications, accreditations, and licensures required for the field of teaching, through the following endeavors:

- Attendance at William Paterson University (WPU) Community Relations Council meetings
- Attendance at meetings related to workforce development and credentialing of individuals who are employed as Early Childhood Caregivers
- Participation at meetings related to the NJ College Partnership Pilot Program related to the facilitation of articulation between two and four year colleges and universities

Continued academic pursuits and professional development ensures Full-Time Faculty are current on all aspects of the discipline of Education. The following is evidence of the ongoing academic and professional pursuits of Full-Time Faculty:

- Earned a Certificate in Instructional Technology, William Paterson University, 2015
- Selected for Training as a New Teacher Performance Assessor for the edTPA (Current assessment method for earning NJ Teacher Certification), January 2016

Current information about the changing criteria related to teaching and working in the field of Education, as well as information on the requirements, certifications, accreditations, and licensures related to becoming teachers is regularly updated on the following websites:

- www.NJDOE.org
- <https://www.pinjregistry.org>
- www.grownjkids.com
- <http://www.earlychildhoodteacher.org>

Additionally, faculty attendance and participation at a wide-variety of professional development conferences and ongoing participation in a wealth of online professional development training, have continually provide relevant information about the academic needs of Education majors who are pursuing careers in the classroom environment.

The following affiliations and partnerships in and around the Bergen community, as well as on-campus, guides Early Childhood Education coursework and supports the information Education faculty provide to students who seek employment in the field of Early Childhood Education:

- National Association for the Education of Young Children (NAEYC) and NJ Association for the Education of the Young Child (NJAEYC) Membership
- Professional Development Specialist, Child Development Associate Credential, Council for Professional Development
- Child Development Center Advisory Board
- CITE Membership
- William Paterson University's Community Council
- Division of Children and Family Services, Monmouth County

Advisory Boards

Though the Education Program has held an on-campus meeting with community partners, the past Divisional Dean informed Full-Time Faculty that an Early Childhood Education Advisory Board (ECEAB) is not necessary for an AS degree program. The one on-campus ECEAB meeting included the following participants: Full-Time Faculty serving as Chair and members, community partners, the Director of the CDC, the Dean who served at the time, and an Education adjunct faculty member. The discussion included descriptions of the Early Childhood Education course offerings and the viability of the Child Development Associate Credential for obtaining employment in daycare settings.

Data Needs

- Differentiation of declared majors for student email blasts for specific programs:
 - AS.PS.EARLY.CHILD
 - AS.PS.EDU
 - AS.PS.GEN majors who are interested in pursuing a career in teaching
- New assessment and data-gathering strategies to gather information and follow-up data on graduated and transferred students

SUMMARY

Program Achievements, Progress Made Since Last Review

This is the first review of the Education Program.

Mission/Goals/Objectives

This program has always centered on meeting the needs of the students as they enter the teaching profession. Our faculty has consistently reviewed the program goals and objectives to conform to the current reforms in teacher education. Our participation at educational conferences and community councils has informed our teaching practices in the classroom. Not only have faculty presented at conferences, they have also worked on research grants to acquire the necessary instructional materials to assist in the teaching-learning experience.

As we continue to reflect on our teaching, faculty has engaged in learning experiences through webinars, attendance at national and local professional conferences and post-graduate studies to provide creative learning environments for our students. The initiative of full-time Education faculty as demonstrated by departmental advising, has provided consistent support and guidance for Education students.

Faculty has continued to engage with the local communities in providing enriched learning experiences to our students, so that they acquire the skills to be leaders and innovators. An Early Childhood Education trend analysis, offers estimated data for 2016-2026. It is expected that Pre-K and Kindergarten teaching jobs will increase by 17% in the Metropolitan Statistical Area (NY-NJ-PA), with the median earnings of \$31.00 per hour (Source: EMS (2016)).

Strengths

Teacher education is a profession, which has unique characteristics, and coursework aligns and supports the training of students to be teachers. This profession involves being up-to-date with the current trends and innovations in teaching technologies and the diverse characteristics of our students. This program has met the challenges through participation in the federal STEM grant and NOYCE grant where faculty has worked along with its peers in four-year colleges and universities to meet the needs of our diverse students. The Technology lab is the location for the EDU 140: Educational Technology course, which is a required course of the AS.PS.EDUC that has been revised and supplemented, a direct outcome of the endeavor of an Education faculty member who recently completed a graduate level certificate program in Education Technology. This lab was funded by the BCC STEM grant. The lab and the course provide Education majors with relevant skills to meet the technological changes in the teaching-learning field.

Another strength of the Education Program is the development of the EDU 110: Multicultural Education course. This course helps to build the skills of Education students, for meeting the

diverse needs of their future students. Education majors learn to develop multicultural lesson plans, which address the needs of diverse learners, as well as learn content material through the lens of differing perspectives. This course helps Education majors develop global perspectives, as they understand the assumptions underlying the historical context of course content.

EDU 226: Supervised Field Work Experience is the capstone course of the AS.PS.EARLY.CHILD course. This course was developed to utilize the knowledge, skills, and experience of Early Childhood majors finishing their last semester at BCC, and aligns with the experiential instructional strategy to yield high impact learning outcomes. EDU 226 provides students with the opportunity to engage in practical applications of the theoretical perspectives learned within each EDU course and leads to assessment of all Program Learning Outcomes through the course requirements of EDU 226. Coursework includes the development of a Professional Teaching Portfolio and Work Sample, complete with a professional resume and Teaching Philosophy. The development of written lesson plans and the demonstration of these lessons in Preschool through third grade field classrooms are a required component of this hybrid course.

Students engage in online coursework to facilitate the development of self-reflection skills, which is so necessary for all classroom teachers. Full time Education faculty both leads and guides students who enroll in the last course of the program very closely, following a mentor-student model. For further professional training, and to advance the faculty member's current knowledge and skills as a teacher evaluator, the faculty member received over 25 hours of annual professional development on the most current criteria for new teachers. Information and skills for becoming certified public school teachers will be provided for students enrolled in EDU 226, which will enhance the benefits of being a declared AS.PS.EARLY.CHILD major.

Students who are registered in the EDU 226: Supervised Fieldwork Course must secure placement in P-3rd grade schools that currently partner with the Education Program. For students who are already employed in Early Childhood classroom settings, Education faculty works collaboratively with the students' school administration and cooperating teachers, to support their employee to complete required course assignments. These collaborations lead to additional partnerships in the community and additional field sites for future Education majors. For the many students who prefer to complete their fieldwork at the on-campus Child Development Center they are supervised by the CDC director and Head Teacher, and receive additional supervision by full time Education faculty. As well, most recently, students registered for EDU 220: Teaching and Learning in the Early Childhood Classroom meet at the CDC during 3 class meeting times, to observe and lead lessons and activities for the children who are enrolled at the CDC.

Challenges

It would be beneficial for second year Education majors who hold GPAs of 3.0 and higher, to receive funding for free Core Praxis Workshops, currently offered through the Continuing Education Department. Though Education faculty has collaborated with the CE department for low fee for this workshop series, the lowered fee remains an obstacle for many students. Offering

funding would facilitate students' ability to take and pass the required Core Praxis Exam. This endeavor would ensure the seamless transfer required for admission to four year Teacher Preparation Programs. It would also be helpful for students who show financial need to receive assistance in paying for the registration fee for the Core Praxis Exam.

Education faculty will partner with an EBS021 to offer a cohort of students the opportunity to pair with EDU 101: Introduction to Education, in the upcoming semester, to form the "Future Teachers" Learning Community. This highly impactful practice of student cohorts will facilitate the development and improvement of college level writing and reading skills within an area of common interest, in the field of Education.

A challenge for the Education program is the cancellation of day or evening sections of Education courses, due to low enrollment. When a day or evening section of an EDU course is cancelled, students who have complicated schedules are unable to adapt their work hours to register for required courses that meet at only specific times. Though Education faculty have accommodated students through many online course offerings, due to a variety of factors such as limited English proficiency, certain learning impairments or unavailable technology, not all students are suited to online learning. The cancellation of required courses is particularly impactful to students who are completing their final semester at BCC and has the negative outcome of delayed graduation or causes students to transfer before graduation.

Celebration and Recognition

- Invited to be members of William Paterson University's Community Relations Council
- Invited to present professional development workshops and national conferences in multiple venues
- Selected as a New Teacher Evaluator for the Teaching Certification Process
- Hosted, planned and coordinated the Education Program's 2014 Professional Development Event-Served as palenists to lead a discussion on equitable outcomes for high school students
- Article selected for the first edition of BCC's Journal of Scholarly Learning
- Awarded multiple Mini-Grants from the Center for Research and Development (CIRD)
- Awarded a Graduate Certificate in Teaching and Learning Technologies from William Paterson University
- The Education Program's Outcomes Assessment Project was deemed exemplary and Full-Time Faculty were invited to present the Project at the Board of Trustees Meeting
- Published articles in peer-reviewed and scholarly journals and academic textbooks

- Conducted a grant-funded workshop to showcase the challenges faced by international students.

Recommendations for Change

Full-Time Faculty recognized that offering a paired course within a Learning Community would be a beneficial inter-departmental collaboration. Though a paired course has been offered in the past, enrollment could not sustain the endeavor. When this opportunity is again offered to students in the upcoming semester, in order to encourage enrollment, Full-Time Faculty will partner with two different courses/course instructors, so that the Learning Community will be composed of the following courses: EDU 101: Introduction to Education and English Basic Skills 021. We recognize this Learning Community could increase enrollment in the Education Program and advance the writing and communication skills of developmental writers.

The possibility of running an Honors section of EDU 101: Introduction to Education was contemplated, yet at this time, it was decided that due to lack of student interest, enrollment would be an issue, causing class cancellations. To avoid this, yet still address high-achieving students who are interested in EDU 101, Education Faculty Advisors will provide students with information about how to receive Honors credit for EDU 101. This effort could increase enrollment and expose high-achieving students to a career in teaching.

It would be helpful for Full-Time Faculty to have additional data on the following: percentage of graduates who pass the Core Praxis Exam, percentage of students who are accepted into Preparation programs, the number of students who enter the workforce in a discipline related to teaching. As increased data becomes available, it would support the effort that Full-Time Faculty put into Advisement of Education majors, curricular changes and assessment, while providing a stronger connection between faculty effort and student success.

Action Plan

- 1) **Goal:** To improve instruction and utilize institutional supports for teaching and learning.
A) Objective: To direct adjunct faculty to training sessions on topics related to web-enhancing courses, taking attendance electronically, and scheduling Library workshops during class time, to support students' research projects.
 - i) **Timeframe:** Fall 2017-Spring 2018
 - ii) **Responsible Party:** Dr. Benicia D'sa and Professor Melissa Krieger
 - iii) **Resource Implications:** Encourage, support and guide adjunct faculty to utilize the existing supports of Library workshops, Moodle and technology to enhance their teaching.

- 2) **Goal:** To develop the *Future Teachers Learning Community*, providing a cohort model to support a group of students enrolled in a English Basic Skills course.
A) Objective: To partner and collaborate with an EBS 021 instructor for a Learning Community with EDU 101.
 - i) **Timeframe:** Fall 2017
 - ii) **Responsible Party(ies):** Professor Melissa Krieger
 - iii) **Resource Implications:** Schedule back to back class schedules for the Learning Community, collaborate via telephone, in person, and via email with the instructor. Modify assignments to align with student learning outcomes from both courses. Schedule Library workshops during class time. Act as an advisor for the EBS 021/EDU 101 Future Teachers Learning Community.

- 3) **Goal:** To develop greater enrollment of BCC students who are interested in earning Honors credit within EDU 101 courses.
A) Objective: To communicate with Education majors who are enrolled in EDU 101 to make them aware of the criteria and value of earning Honors credits.
 - ii) **Timeframe:** Fall 2017-Spring 2019
 - ii) **Responsible Party(ies):** Dr. Benicia D'sa
 - iii) **Resource Implications:** Communication with students through in-class information sessions and via email, to provide verbal and written descriptions of the criteria for earning Honors credits

- 4) **Goal:** To reach a wider audience for the purpose of sharing information about the criteria for becoming certified public school teachers.
A) Objective: To inform BCC students interested in becoming teachers, of the criteria for entering Teacher Preparation Programs at 4 year schools and universities.
 - i) **Timeframe:** Fall 2017-Spring 2020
 - ii) **Responsible Parties:** Dr. Benicia D'Sa and Professor Melissa Krieger
 - iii) **Resource Implications:** Email blasts to General Studies Majors, sharing information with Transfer Counselors and Student Advising Offices, continue collaboration with Continuing Ed. Department to offer Core Praxis Workshops

BCC VISION, MISSION AND GOALS

Vision

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission

To inspire our community to realize a better future.

Values

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors: learning, excellence, integrity, respect and creativity.

These core values will guide our daily endeavors.

Enrollment in the Education Program by Attendance			
Student Status	Fall 2013	Fall 2014	Fall 2015
Full Time	252	224	236
Part Time	32	117	124
Total	284	341	360

Student Satisfaction Surveys from EDU 130WB/ Fall 2016

Responses to Item #1: Please describe the most positive aspects of this course and explain your perspective.

1. There are numerous positive aspects I've been introduced to in this course, for one, I think it's really important that we were taught about infants and how their brains work. Before we can begin teaching and understanding infants and toddlers, we have to have a clear comprehension of **how** they learn and process information. Another positive aspect that I enjoy with this course is how organized and clear the assignments and information is giving to us. I love the idea that I can open a PowerPoint and read through the information as much as I'd like, another plus is that there are videos included too. Another area that I respected is how fast I would get an email response from the Professor, which was a breath of fresh air to say the least. Also, I feel that even if someone were to take this course but not necessarily become a teacher, it was still very informative, helpful, and crucial to know just in general - especially for expecting parents.
2. The most positive aspect of this course is how everything is laid out of us to do when we can. I personally have a very busy schedule so having all of our assignments since day one helps me out a lot!
3. The most positive aspect of this class has been the information I have acquired. This is the first online course I have taken and had no idea how it would go. It has been very rewarding and I have learned so much.
4. The positive aspects of this course would be that we receive information that will help us in our future career as teachers, caregivers, or even mothers/fathers. This course focuses on infants/toddlers and their development, which is something very important. This information and course benefits the student for future purposes. I really enjoyed the midterm assignment because it helped me practice for lessons for my future students. I also really like that the professor answers her emails quick. She gets our grades back fast as well and she's very understanding.
5. In my opinion, the most positive aspects of this course are the communication between students and professor. Like any online course, you need strong communication since you are not meeting face-to-face in the classroom. All of the assignments given to us were perfectly related to the topics of the course and feedback was given almost instantly. Taking online courses makes me a bit nervous in the beginning sometimes, but this course never once made me feel overwhelmed, and I do feel that has a lot to do with Professor Krieger and the way she treats her students.
6. I think the most positive aspect of this course is that we are able to really incorporate a hands on learning. The midterm for instance, gave us the opportunity to put what we have learned thus far, to work, by creating the book and coming up with an activity. The observation hours as well are great because we are able to learn from real life settings in the classroom and to examine what we have learned.
7. A positive aspect to this class is that we do not have to go onto campus for the class. I like the fact of an online class and that you have a week to do an work instant of one or two days.
8. The most positive aspects of this course are learning how to communicate with infants and toddlers, learning how they process information and learn about the world around them, and gaining knowledge on parenting. My perspective on these topics is optimistic because we can definitely increase the knowledge base of these children.
9. The most positive aspects of this course are the easy way to learn from different activities through Moodle, including videos, forums, and assignments discussions because help students to improve their abilities through Moodle, mostly students haven't experienced online classes get excited and help them to raise their confidence and self-stem.

Responses to Item #2: Please describe one negative aspect of this course and include your reasoning.

1. The only negative aspect I can think of about this course is that I wish there was more time in the semester to get more in depth with the material. It can be hard to cram really important aspects of infants and toddlers into a small time frame because there is just so many experiments, studies, trials, experiences and information that come with mastering child development. I feel that there are so many more things we have to cover, which is usually why the next lessons would have to be taught in a 201 class or a next level course - if not more than three courses.
2. Though there really are no negatives, navigating through some of the required applications were sometimes difficult and time consuming.
3. One aspect of this class that I find negative is that there is not a ton of communication with the teacher. I wish we could do teacher videos or daily reminders or updates! I love the class though.
4. One negative aspect would be the video presentations. I did not really enjoy that assignment because I feel that video recording yourself reading off a piece of paper is not really benefitting the student and also do not like uploading a video of myself on YouTube. Plus I was sick for one of them and was not able to record myself. Other than that, the course does not have any other negative aspects. I really enjoy this course.
5. If I had to pick one negative aspect of the course, it would be how quickly all of the weeks/modules run into one another. Obviously we are not meeting in a classroom every week for one or more days per week, but I feel the timeline of the course

seems to go by quicker when it is taken online instead of in a classroom setting. I don't really have anything negative to say about the course. I have taken other online courses that were completely unorganized and chaotic, but this course is not one of them.

6. This is difficult for me to point out because I am enjoying this course a lot. But if I had to pick, I'll say it was probably the posting of the videos. I found that a bit difficult for me to do mainly because I really don't like people taking pictures of me or videos, and especially because it was to show and expose it on the internet.
7. A negative aspect is that it is all on you to do the work. There is also a delay in communication when asking questions and receiving an answer back whether it is from the teacher or another classmate.
8. One negative aspect of this course is having to produce videos on the topics discussed, because sometimes I feel like I am not conveying the information correctly.
9. I do not have a negative aspect from this course because get us into all the information to help with our future career even though the facts of certain schedule frame time by modules, have a positive point to help us to become responsible, time organizing and priorities handlers.

Course Descriptions

EDU 101 – Introduction to Education

This introductory course is designed to provide the student with detailed exposure to the realities of teaching and the role of education in our society. Issues of social justice and equity are focal points as they are integrated into discussion about diversity, curriculum and testing, the purpose of schools, student life, law and ethics, and teacher effectiveness. Special features of the course include 20 hours of classroom observation in an off-campus setting. Lecture [3.00].

EDU 102- Inclusion and the Exceptional Child

This course focuses on the developmental milestones of children aged 0-3 years old. Coursework includes the presentation of a variety of strategies to promote cognitive, language, physical, and social/emotional development. There is a strong emphasis on working with children and their families in culturally sensitive ways. A special feature of this course is 20 hours of observation in an infant/toddler classroom setting. Lecture [3.00].

EDU 110- Foundations of Multicultural Education

This course develops knowledge, skills, and attitudes required for teaching students from diverse cultural and linguistic backgrounds. This course further defines concepts presented in social science courses, such as World Geography, Sociology, Anthropology, Economics, and Political Science from the perspective of diverse societies. Lecture [3.00].

EDU 120 – Early Child Development

This course presents topics related to the growth and development of young children aged 0-8 years old. Coursework examines developmental milestones of young children and presents appropriate practices and positive guidance principles for advancing children's academic, social and physical skills. All course topics focus on meeting the needs of children from diverse backgrounds and those with special needs. A special feature of this course is five hours of observation in an early childhood setting.

EDU 130 – Infants and Toddlers Development

This course focuses on the developmental milestones of children aged 0-3 years old. Coursework includes the presentation of a variety of strategies to promote cognitive, language, physical, and social/emotional development. There is a strong emphasis on working with children and their families in culturally sensitive ways. A special feature of this course is five hours of observation in an infant/toddler classroom setting. Lecture [3.00].

EDU 140 - Educational Technology

This course provides students as well as educators from various fields with best practices of utilizing educational technology to enhance the learning experiences of students from preschool to high school

EDU 201 – Principles and Practices in Education

This course examines various educational theories, methods of instructional planning, student evaluation, and principles of classroom questioning. The nature of cognitive, affective, and skills lessons is also explored. The course instructs students in a broad range of competencies required for state certification, focusing on how to improve the practice of teaching, and equipping students with the skills and strategies to succeed as practitioners. This course includes a required fieldwork component.

EDU 220 -Teaching and Learning in the Early Childhood Classroom

This course examines the emergent processes of early childhood development and the best practices for meeting children's educational, physical, and social/emotional needs for students aged 0-8 years old. This course presents research-based theoretical perspectives for guiding teaching and effectively serving diverse student populations. A special feature of this course is five hours of observation/active participation in an early childhood classroom setting. Lecture [3.00]. Prerequisite[s]: EDU-120.

EDU 226 – Supervised Field Work Experience

This course features weekly participation in field site classrooms in order to give students an authentic teaching experience. Coursework focuses on creating developmentally appropriate lessons for young learners in preschool through third grade, with an emphasis on presenting mathematics and advancing literacy skills of these young students. All students enrolled in this course will develop a professional teaching portfolio. Lecture [1.00], Laboratory [4.00]. Prerequisite(s): EDU-120, EDU- 220 or instructor approval.

*Master Syllabi***Course Syllabs 1: EDU 101 Introduction to Education 3 lectures, 3 credits**

Course description This introductory course is designed to provide the student with detailed exposure to the realities of teaching and the role of education in our society. Issues of social justice and equity are focal points as they are integrated into discussion about diversity, curriculum and testing, the purpose of schools, student life, law and ethics, and teacher effectiveness. Special features of the course include 20 hours of classroom observation in an off-campus setting.

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to:

1. Describe and evaluate the major issues and trends occurring in the teaching profession. INTASC Standard 1 and 3
2. Identify and explain the changes occurring in government, financing and legal aspects impacting education. INTASC Standard 1
3. Describe current educational practices and issues from a historical context. INTASC Standard 2
4. Discuss and evaluate selected theories of education and explain implications of each for schooling. INTASC Standard 2
5. Identify effective instructional practices through writing a classroom observation report INTASC Standard 2, 3, and 5
5. Research a topic of interest and then create a project that effectively demonstrates the steps of inquiry-based learning (IBL) from idea to implementation. INTASC Standard 1, 2, 4, 6, 7, 8

See copy of Interstate New Teacher Assessment and Support Consortium (INTASC) Standards on pg. 9

Means of Assessment: Student learning will be assessed through journal entries, group presentations, projects, and class discussions.

Course Content:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each topic will be determined by the instructor based on individual class needs and interests.

1. The historical and philosophical background of education
2. The skills and dispositions necessary to the teaching profession
3. The role of learning styles and culture in teaching and learning
4. The challenges and possibilities facing the teaching profession today
5. The relationship between schools and society
6. The connections between theory and the applied field of teaching
7. The concurrent pressures of national standard and national goals in educational reform

Special Features of the Course:

The class will be facilitated using lecture, discussion, and small group activities. Films and video clips will be used to enhance topics of discussion.

Text:

Course Grade Determination:

Journal Entries (5) IBL Project Quizzes, Exams Group Project Classroom Observation Interview

Current Events Participation/Attendance

Total Possible Points =

Research and Writing Requirements:

I. Journal Entries (20 points):

20 points 10 points 20 points 10 points 25 points 5 points 5 points 5 points

100 points

Sadker, D.& Zittleman, K. (2013). Teachers, Schools, and Society. Tenth Edition. McGraw-Hill. ISBN-10 0-07-802445-5

During the course of the semester, each student will be required to submit 5 journal entries. The purpose of these entries is to solidify thoughts about various topics presented during the semester and to practice thoughtful reflection and written expression. Each journal entry will be written on the chapter from the text book. The only restriction is that only one topic from each chapter can be selected. That is, the 5 entries will be from 5 different chapters. Each entry will be between 250 and 275 words in length, typed (font size 12), double-spaced. Use the following format for the heading:

Your Name Date written Word Count =

Correct grammar and spelling will be required. Good sentence and paragraph structure will be required.

Chapter #___ Entry #___

Each entry will be worth 4 points for a total of 20 points. Points will be awarded based on clear expression of thoughtful content using the already mentioned rules of writing.

Write original work. Use your own words. Restate and paraphrase when necessary. This is not a group project.

2. Inquiry Based Learning (10 points):

Research a topic of interest and then create a project that effectively demonstrates the steps of PBL (IBL) from idea to implementation.

3. Interview (5 points):

Interview a teacher who is presently teaching in a public or private (P-12) school setting. Below are several general questions that you might cover in the interview (not necessarily in the order that they are presented here). Also, feel free to ask more than these. Many people find it helpful to audiotape the interview and/or take notes during the process. Write a 2-3 page paper about what you have learned from these interviews.

How many years have you been a certified teacher? What grade levels/subject areas have you taught in that time? What kinds of professional development activities do you feel are most beneficial? Over the course of your career, what kinds of knowledge have you learned from your students? When you are teaching... How do you decide what to teach (some things seem more important than others)? When to teach it (in what order)? Which instructional strategy to use with which lesson or concept? What factors contribute to adaptations you might make in a lesson? What does respect and equity "look like" in your classroom? How do you balance the educational needs of an individual learner and an entire classroom of learners?

4. Group Presentations (10 points):

Presentation topics will be given during the course of the semester.

5. Classroom Observation (25 points):

Students who volunteer in their chosen fields provide beneficial services and enrich their own learning experiences. For this component, you will be required to volunteer 20 hours of your time in an educational setting of your choice. Students are required to make their own arrangements. For many settings, it will be more appropriate for you to observe and not participate. Discuss your role with your classroom teacher. As an observer, your obligation is to offer your services in whatever capacity will best serve the needs of the students or teachers with whom you will be working.

6. Class Participation/Attendance:

Regular attendance and completed weekly written assignments and discussions in which you participate will be credited.

Grading Policy:

A 90-100 B+ 85-89 B 80-84 C+ 75-79 C 70-74 D 60-69 F below 60

Bergen Community College Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in This Course

Students are expected to attend every scheduled class and to arrive punctually. Attendance will be taken at each class session. It is expected that class will be conducted in such a manner that students will benefit from both the lectures and class discussions. Each student is held responsible for all material presented. More than two absences will lower the grade by a letter. Those who arrive late or leave early disrupt class. If you find it absolutely necessary for you to leave the class early, please consult with the instructor before the beginning of the class, and take a seat close to the door so as not to disturb others when you leave.

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

Plagiarism

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own. Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own
 - represents previously completed academic work as current
 - submits a paper or other academic work for credit, which includes words, ideas, data or creative work of others without acknowledging the source
 - uses another author's exact words without enclosing them in quotation marks and citing them appropriately
 - paraphrases or summarizes another author's words without citing the source appropriately
- *Note: An instructor may establish other guidelines regarding academic integrity consistent with the College policy.

Academic Integrity Policy in This Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Statement on Americans with Disabilities Act (ADA)

It is the policy of Bergen Community College to provide equal access to employment and educational programs, benefits and services to any qualified individual, without regard to disability. In compliance with the Americans with Disabilities Act and §504 of the Rehabilitation Act of 1973, the College will make reasonable accommodations, wherever possible, to enable qualified individuals with a disability to fully access the programs, benefits and services offered by the College.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. 1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.

2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures.

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(See BCC Catalog for details). The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor's office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

Student and Faculty Support Services

Services for Students with Disabilities

The Office of Specialized Services (OSS) located in the Pitkin Education Center, RM L-115 on the main campus in Paramus, offers a wide variety of academic support services to students with documented disabilities. A student interested in receiving services should provide documentation of their disability to OSS by the suggested semester deadlines; August 1st for fall semesters, December 1st for spring semesters.

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use. The library is located on the second and third floors in the L area of the Pitkin Education Center in Paramus, and on the second floor of the BCC at the Meadowlands building. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (See BCC Catalog for details).

The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Pitkin Education Center, Room A-122; (201) 612-5480] Center for Student Success-Transfer and Career [Pitkin Education Center, Room A-118] Child Development Center [Ender Hall] English Language Resource Center [Ender Hall, Room E-156] Health Services [Pitkin Education Center, HS-100; (201) 447-9257] Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270]

Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202) Public Safety [Pitkin Education Center; Room L-154; (201)447-9200]

Course Outline and Course Calendar: Subject to change

Week 1	Becoming a Teacher
Week 2	Different Ways of Learning
Week 3	Different Ways of Learning

Week 4	Teaching Your Diverse Students
Week 5	Teaching Your Diverse Students
Week 6	Student Life at School and at Home
Week 7	Purposes of America's Schools
Week 8	Curriculum, Standards and Testing
Week 9	History of American Education
Week 10	Philosophy of Education
Week 11	Philosophy of Education
Week 12	Financing and Governing America's Schools
Week 13	School Law and Ethics
Week 14	Teacher Effectiveness
Week 15	Teacher Effectiveness

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Course Syllabus 2: EDU 102 Inclusion and The Exceptional Child

Course Description:

This course provides an overview of the curriculum, practices, and legislation pertaining to education in inclusive classroom settings. Topics presented will relate to students who have a variety of special needs, English language learners and other diverse learners. A special feature of this course includes five hours of classroom observation in an inclusive classroom setting. Lecture [3.00].

Prerequisites/Co-requisites: none **Course Credits/Hours:** 3 lectures, 3 credits **Student Learning Outcomes:** As a result of meeting the requirements in this course, students will be able to:

3. Examine and describe the foundations, history, programs, legislation and practices pertaining to inclusive education.
4. Research current issues and trends that impact atypical learners.
5. Identify and explain the various special needs and physical, cognitive and behavioral disabilities that affect children, families and the classroom.
6. Evaluate current instructional and assessment practices for students in inclusive classroom settings and identify the components of Individualized Education Plans.
7. Evaluate and compare developmentally appropriate practices for teaching students with diverse needs, including students who are English language learners and those with learning disabilities and behavioral problems.
8. Demonstrate problem-solving skills in order to plan instruction to accommodate all learners.
7. Demonstrate improvement in academic writing skills and presentation skills.

Means of Assessment

Student learning will be assessed through weekly written assignments and class participation, in addition to the midterm and final projects/presentations.

Research, Writing, and Examination Requirements: There are weekly written assignments, forums, and journals that are evaluated in addition

to the midterm and final projects.

Course Requirements:

8. Complete all assigned readings by due dates. Information from reading assignments will provide you with information for class discussions, reflection essays, written assignments, midterm and final projects. Chapters from the textbook and additional readings will be assigned weekly.
9. Submit all written assignments using **Microsoft Word**. Documents must be **typed, double spaced, and carefully proofread for spelling and grammatical errors.**
10. Late work will be accepted at the discretion of the instructor.

Special Features of the Course:

It is required that students enrolled in this course complete 5 hours of observation in an inclusive or self-contained classroom setting.

Observation in the Field:

For this component, you will be required to volunteer 5 hours of your time in an inclusive classroom setting of your choice. For many settings, it will be appropriate for you to merely observe the students and teachers in the classroom, however as an observer, you can offer your services in whatever capacity will best serve the needs of the students or teachers with whom you will be working. Classroom observations must take place prior to the eighth week of the semester.

Course Text:

Hunt, Nancy and Marshall, Kathleen. *Exceptional Children and Youth*, Wadsworth, Cengage Learning, 5th Edition, 2012.

Grading Policy:

1. **Weekly Class Participation 20%**
2. **Evaluation Journals 20%**
3. **Written Assignments and Essays 20%**
4. **Midterm 20%**

5. **Final 20%** **Grading Scale:** A 90-100 B+ 85-89 B 80-84 C+ 75-79 C 70-74 D 60-69 F below 60

Attendance/Lateness Policy: All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students are expected to attend every scheduled class and to arrive punctually. An objective of this course is to develop professional behaviors and characteristics and being on time and present is a reflection of your professionalism as a pre-service teaching candidate.

Attendance will be taken at each class session. Each student is held responsible for all material presented in class. In the event that you must be absent, it is necessary for you to follow the syllabus and get the work that was missed from a classmate. You will receive 1 absent mark for every 3 times you arrive late. Please review the statement on acceptable use of BCC technology in the college catalog. **Statement on Americans with Disabilities Act (ADA)**

Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that “no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

Academic Integrity Policy in this Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Discrimination and Harassment Policy

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2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

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Course Outline and Calendar:

Introduction Week	Week 1
An Introduction to Special Education	Week 2
Making Special Education Work for All Children	Week 3
Risk Factors and Early Intervention	Week 4
Children with Learning Disabilities	Week 5
Children with Intellectual Disabilities	Week 6
Severe Disabilities	Week 7
Midterm Project	Week 8
Behavior Disorders	Week 9
Autism	Week 10
Communication Disorders	Week 11
Hearing & Vision Loss	Week 12
Physical Disabilities & Health Impairments	Week 13
Final Project	Week 14
Gifted & Talented	Week 15

Course Syllabus 3: EDU-110 FOUNDATIONS OF MULTICULTURAL EDUCATION

Catalog Description:

EDU 110: Foundations of Multicultural Education. Develops knowledge, skills and attitudes required for teaching students from diverse cultural and linguistic backgrounds. This course further defines concepts presented in social science courses, such as world geography, sociology, anthropology, economics and political science from the perspective of diverse societies.

3HRS LECTURE 3 CREDITS

STUDENT LEARNING OBJECTIVES

As a result of meeting the requirements in this course, students will be able to:

- ☐ identify and describe general categories of diversity;
- ☐ demonstrate awareness of, and sensitivity to, the social issues associated with cultural diversity;
- ☐ identify and understands the educational implications of cultural and linguistic diversity;
- ☐ explain the relationship between cultural influences and the emergence of value systems;
- ☐ explain and describe the purposes and goals of multicultural education;
- ☐ demonstrate the understanding and knowledge needed to promote cross-cultural understanding and educational equity in the classroom;
- ☐ demonstrate the knowledge and skills to modify curriculum and adapt instructional strategies to meet the diverse needs of their students;
- ☐ demonstrate knowledge about anti-bias education, prejudice reduction strategies, and conflict resolution;
- ☐ demonstrate the appropriate attitudes necessary to become successful teachers in our diverse society.

Assessment criteria-

1. **Attendance, Participation in class, all learning activities, completion of all reading assignments, and overall professionalism.** Attendance, lack of preparation and/or willingness to participate in class discussions will have an impact on the possible grade received by the student, and may result in failing the course. An essential part of this course is the willingness to learn and to share thoughts and insights as a professional teaching practitioner. Students are also expected to demonstrate a professional attitude through punctuality, collaboration with other students, and the timely completion of assignments.
2. **Response Journal** Each student will write a weekly journal that responds to both the course readings and the class activities. This journal will not be merely a summary of the reading and course content. It will reflect the students' ideas, thoughts and feelings about their experiences in the course. The ability to reflect in depth on experiences has been found to be an important.
 - **Presentation of a cultural group study** Students will work in cooperative groups to investigate and research a relevant religious or ethnic cultural group and present their findings to the class. These presentations should reflect the students' knowledge of effective teaching strategies and demonstrate the ability to put this into practice. A written summary of their contribution to the presentation will be handed in by each student.
 - Management**
 - **Parent and Family Involvement**
 - **Personal and Professional development**

FINAL EXAMS WILL BE ADMINISTERED. EMAILED Assignments will not be accepted.

COURSE CONTENT

The purpose of this course is to provide a foundation of knowledge about diversity issues and the resulting implications for classroom instruction designed to *free the power of the individual*. In the spirit of aspiring to become *a community of learners who value the power of knowledge to inform, inspire, and transform lives*, this course further defines concepts presented in social science courses, such as world geography, sociology, anthropology, economics and political science from the perspective of diverse societies. It expands the candidates' understanding of (a) teaching as a profession and (b) meeting the needs of diverse populations.

SPECIAL FEATURES OF THE COURSE: Internet, PowerPoint.

COURSE TEXT: Gollnick, D.M., & Chinn, P.C. (2009). Multicultural education in a pluralistic society. (8th ed.). N.J.: Merrill/Prentice Hall.

Course Grade Determination:

Response Journals (5)	20 points
Tests/Assignments	10 points
Research Paper	20 points

Presentations	20 points
Philosophy Paper	20 points
Attendance	10 points
Total Possible Points	100 points

RESEARCH, WRITING, AND/OR EXAMINATION REQUIREMENTS

Beliefs/Philosophy Paper The purpose of this assignment is to help you synthesize and apply all you have read, discussed, and explored during this course. Each student will prepare a statement of their educational philosophy/beliefs as influenced by the goals and purposes of multicultural education in a diverse society/nation/world. The paper will address the following strands as they relate to education in such a society:

- **The Learner:** *What are the characteristics and needs of the learner from the different cultural groups (class, ethnic/racial, gender, religion, language, exceptionalities, age etc.) that were discussed in the course?*
- **Curriculum:** *How can educators ensure that the curriculum addresses the needs of the learner?*
- **Effective Teaching:** *What is the role of the teacher in a diverse society? What qualities should the teacher possess? What is effective teaching in a diverse society?*
- **Assessment:** *What constitutes appropriate assessment in a diverse society? What are the purposes of assessment?*
- **Classroom Management:** *What do you believe about classroom management, behavior management and guidance, discipline, safe schools in a diverse society?*
- **Parent and Family Involvement:** *What are the benefits of involving the family and the community? Why and how can this be accomplished?*
- **Personal and Professional development:** *As an educator/teacher in a diverse society, how do you plan to grow professionally and personally?*

Syllabus 4: EDU-120: Early Childhood Development

3 Credits

Official Catalog Course Description

This course presents topics related to the growth and development of young children aged 0-8 years old. Coursework examines developmental milestones of young children and presents appropriate practices and positive guidance principles for advancing children's academic, social and physical skills. All course topics focus on meeting the needs of children from diverse backgrounds and those with special needs. A special feature of this course is five hours of observation in an early childhood setting.

Lecture [3.00]. Pre-requisites: None. Co-requisites: None

Student Learning Objectives:

As a result of meeting the requirements in this course, students will be able to:

9. Examine children's growth and development from birth to age eight.
10. Create developmentally appropriate learning experiences for children in the following areas: Physical, Cognitive, Language, Emotional and Social.
11. Recognize the necessity of advancing children's social and emotional development using positive guidance principles and appropriate classroom management strategies.
12. Describe and evaluate safe and healthy classroom environments.

13. Observe, record and assess children's behaviors by applying various observational and assessment techniques.
11. Examine the best ways to advance the development of students with special needs and demonstrate cultural sensitivity and attention to the diversity when working with young children and their families.
12. Demonstrate critical thinking skills when comparing a variety of classroom environments and teaching approaches.

Means of Assessment:

Students will create a presentation on issues related to developmentally appropriate instructions, using PowerPoint or other technology program.

Students will reflect on the ways to promote physical and intellectual competence by explaining developmentally appropriate learning experiences via oral presentations and written essays.

Students will describe the social and emotional development of children as well as how to implement positive guidance principles via oral presentations and written essays.

Students will submit written reports of observations in the field, citing children's development levels and zones of proximal development.

Students will implement assessment methods to gather data while observing in a field site classroom.

Students will present the various stages of children's growth and development from birth to age eight.

Course Content: Students will learn content through lecture, hands-on learning activities, class discussions, role-playing video-clips and observation in the field.

I. Introduction

II. Working with Young Children

III. Types of Early Childhood Programs

- Theories of Early Childhood Development and Their Impact on Early Childhood Education
- Understanding Cognitive, Physical, and Social-emotional Development from 0 to 2
- Understanding Cognitive, Physical, and Social-emotional Development Ages 2 to 3
- Understanding Cognitive, Physical, and Social-emotional Development Ages 4 to 5
- Understanding Cognitive, Physical, and Social-emotional Development Ages 6 to 8

IV. Creating a Safe and Healthy Physical Classroom Environment

V. The Process of Observation

- Observations as a Tool for Learning and Assessment
- Guidelines for Observations
- Formal and Informal Observations

VI. Developing Guidance Techniques

- Understanding and promoting pro-social behaviors
- Principles of Positive Reinforcement
- Developing Positive Self-Concepts

Special Features of the Course:

In addition to the course work, students will observe 5 hours in an Early Childhood classroom setting.

Course Texts:

Herr, Judy, Seventh Edition, (2012) Working with Young Children. The Goodheart-Willcox Company, Inc., ISBN 978-1-60525-439-5

Grading Policy:

The final grade in this course will be determined by a student's overall mastery of the subject matter as evidenced through journals, assignments, projects, attendance, participation, etc. Late and make-up work will be determined on an individual basis.

Observation, Journal Entries & Participation Essays and Written Assignments Presentation Midterm Exam/Project

Final Exam/Project

Grading Scale:

A 90-100 B+ 85-89 B 80-84 C+ 75-79 C 70-74 D 60-69

20% 20% 20%

20% 20%

3

F below 60

Attendance Policy:

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- knowingly represents the work of others as his/her own
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acknowledging the source

- uses another author's exact words without enclosing them in quotation marks and citing them appropriately
- paraphrases or summarizes another author's words without citing the source appropriately

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The Sidney Silverman Library

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Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270] Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202) Public Safety [Pitkin Education Center; Room L-154; (201)447-9200]

Course outline and Calendar:

Week 1	Working with Young Children from Diverse Backgrounds
Week 2	Working with Students with Special Needs
Week 3	Types of Early Childhood Programs
Week 4	Theories of Child Development
Week 5	Exam/Midterm Project
Week 6	Understanding Development 0-2 Years
Week7	Understanding Development 2-3 Years
Week 8	Understanding Development 3-4 Years
Week 9	Understanding Development 4-5 Years
Week 10	Understanding Development 6-8 Years
Week 11	Project/Presentations

Week 12	Learning Environments
Week 13	Observation of Young Children
Week 14	Positive Guidance
Week 15	Final Exam/Project

Course Syllabus 5: EDU-130 Infant and Toddler Development [3.00 cr.]

There is a strong emphasis on working with children and their families in culturally sensitive ways. A special feature of this course is five hours of observation in an infant/toddler classroom setting. Lecture

[3.00].

STUDENT LEARNING OUTCOMES

This course is designed to address the following components of the New Jersey 0-3 Early Learning Standards.

14. Examine and evaluate theoretical perspectives for advancing the development of children aged 0 through 3 years old in the following areas: cognitive, language, emotional, social and physical
15. Examine the developmental milestones of infants and toddlers
16. Compare and contrast the characteristics of typical and atypical development
17. Demonstrate cultural sensitivity and awareness of how cultural, linguistic, and socio-economic factors influence learning and development
18. Evaluate current research on brain development, early life experiences and prenatal factors which impact early childhood development
19. Create learning activities and practices that use play and the emergent processes of early childhood development to advance young children's learning through both child-initiated and adult-initiated activities

This course focuses on the developmental milestones of children aged 0-3 years old.

Coursework includes the presentation of a variety of strategies to promote cognitive,

language, physical, and social/emotional development.

13. Develop professional behaviors for working with diverse populations and nurturing relationships between children's families, the school and the community
14. Demonstrate critical thinking and problem solving skills for planning developmentally appropriate curriculum for infants and toddlers while integrating theory into practice

15. Demonstrate improvement in writing and presentation skills for creating essays and verbal presentations

SPECIAL FEATURES OF THIS COURSE

Students are required to observe for 5 hours in an Infant/Toddler classroom environment.

Also, minimum technology skills required for this course include the ability to use presentation technology such as **Power Point**. It is required that you download **Word Viewer** and **Power Point Viewer** if you do not have **Power Point** on your computer. These programs are free from the college at:

<http://www.bergen.edu/faculty-staff/center-for-innovation-in-teaching-and-learning/distance-learning-for-students/get-support/plugin-ins>

REQUIRED TEXT

Gonzalez-Mena, J. & Eyer, D.W. (2009). **Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education, 8th ed.** Boston: McGraw Hill.

RECOMMENDED RESOURCES TO SUPPORT TEXT

<http://www.pitc.org> <http://www.zerotothree.org> www.ncei.org/ei www.rie.org www.educarer.org
http://zttefn.convio.net/site/DocServer/Glossary_of_Terms_11_08.pdf?docID=6721 www.spacesforchildren.com

<http://www.planeteearthplayscapes.com> http://pitc.edgateway.net/lpt/pitc_docs/magfonghnd.html
<http://www.ohiou.edu/childevcenter/DOCUMENTS/lightbook.pdf>

GRADING

6. Reflection Essays/Written Assignments 25%
7. Classroom Observation/Evaluation 15%
8. Curriculum Presentation 20%
9. Community Resource File Presentation 20%
10. Class Participation and Attendance 20%

Grading Policy:

A 90-100 B+ 85-89 B 80-84 C+ 75-79 C 70-74 D 60-69 F below 60

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Attendance Policy in This Course

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***Note:** An instructor may establish other guidelines regarding academic integrity consistent with the College policy.

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Course Outline

Week 1	Course Requirements and Student Responsibilities
Week 2	Caregiving as Curriculum
Week 3	Child Development Theories/Developmental Milestones
Week 4	Early Experiences/Prenatal Factors and Environmental Influences
Week 5	Observation and Planning Curriculum
Week 6	Attachment and Attunement
Week 7	Sensory Perception/Temperament and Emotions
Week 8	Motor Skills and Cognition

Week 9	Language Development
Week 10	Curriculum Planning for Infant/Toddler Classrooms
Week 11	Curriculum Presentations
Week 12	Social Skills and the Classroom Environment The Physical Classroom Environment
Week 13	Working With Diverse Students and Their Families Early Intervention/Individual Family
Week 14	School, Family and Community Partnerships
Week 15	Presentations of Community Resources

Course Syllabus 6: EDU 140: Educational Technology

Course Description: This course provides students as well as educators from various fields with best practices of utilizing educational technology to enhance the learning experiences of students from preschool to high school.

Student Learning Objectives: Students will be able to:

- explore various ways of thinking about media and the messages they convey
- demonstrate how to use a variety of multimedia tools to enrich learning opportunities
- identify guiding principles to promote students' safe and ethical use of the Internet
- apply copyright law, fair use guidelines, and creative commons regulations to the ethical development of electronic multimedia to support learning
- write behavioral learning objectives to support developmentally appropriate instructional goals
- identify appropriate teaching methods and electronic media to support P-12 curriculum
- design learning experiences that engage students in individual and collaborative learning activities
- develop an online inquiry-based learning activity to support a thematic unit of instruction
- develop an assessment strategy to evaluate student work
- reflectively evaluate how projects align with INTASC+1 standards
- organize and present class projects in a portfolio format Text: No required textbook Supplemental Reading Materials: Instructor will provide a selection of printed and online resources to support student learning.

Manning, S. & Johnson, K. (2011) The Technology Tool Belt for Teaching Jukes, I. McCain, T. & Crockett, L. (2010) Understanding the Digital Generation

Special Features of the Course:

The class will be facilitated using lecture, discussion, and small group activities. Films and video clips will be used to enhance topics of discussion. The class will utilize the technology resources located in the Inquiry Based Learning lab in E-153,

Course Grade Determination: Classroom Observation and interview 5 points Digital Communications Assignment 20 points

Technology-rich lesson Plan Software Assignment Hardware Assignment Reflective Journals/Portfolio Participation

Participation

20 points 20 points 20 points

10 5 points

Description of Course Requirements

Participation will be evaluated by the instructor based on your observable participation and peer report when applicable. Observable participation that may affect your participation grades include, but are not limited to, accessing and reading course documents, watching videos provided in this course, visiting web resources as assigned, completion of graded and non-graded activities, and participation in discussions. An essential part of this course is the willingness to learn and to share thoughts and insights as a professional teaching practitioner. Students are also expected to demonstrate a professional attitude through punctuality, collaboration with other students, and the timely completion of assignments

Classroom Observation and Interview

Observe a teacher using technology in the classroom. Take notes on how and why the technology was used, how it was received by the students, and its overall effectiveness in achieving the instructional goals and objectives of the lesson. Conduct a brief interview with the teacher regarding the lesson and your observations. Focus on: a) how the lesson was developed, b) how and why the technology used was selected, and c) how effective the teacher believes the lesson is with technology compared to how effective it would be without technology. Write a brief report addressing your observations, the teacher's comments, and your reflections on technology's role in the lesson.

Digital Communication Assignment

This is a group assignment. The instructor will divide the class into groups and assign each group a digital communication resource. The group will research the assigned resource and develop a brief presentation explaining how this resource could be used to enhance learning. The presentation must include specific plans for integration of the resource at various grade levels and in multiple subject areas.

the resource.

Technology-rich Lesson Plan and Presentation

Use one of the technology integration models to create a technology rich lesson plan that is aligned with content benchmarks and technology standards. Completed lesson plans will be presented to the class with a discussion afterward.

Software Assignment

You will use an instructor-provided matrix and software titles to evaluate educational software of each of the following types: drill and practice, tutorial, simulations, instructional games, and problem solving. Two interactive classroom lessons developed consisting of grade level or subject area, lesson objectives, interactivity for students, with appealing backgrounds and/or clipart.

Hardware Assignment

You will complete this assignment based on a particular grade-level, student population and subject matter assigned to you by the instructor. Develop a proposal outlining the hardware necessary for the identified classroom. The proposal will include an explanation as to how the technology will be used and how it will enhance teaching and learning.

Portfolio

Students will utilize e-portfolio software to manage, organize, store and to present technology artifacts created in this course.

Grading Policy:

Bergen Community College Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in this course

Students are expected to attend every scheduled class and to arrive punctually. Attendance will be taken at each class session. It is expected that class will be conducted in such a manner that students will benefit from both the lectures and class discussions. Each student is held responsible for all material presented. More than two absences will lower the grade by a letter. Those who arrive late or leave early disrupt class. If you find it absolutely necessary for you to leave the class early, please consult with the instructor before the beginning of the class, and take a seat close to the door so as not to disturb others when you leave.

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

The Bergen Community College Statement on academic integrity as found in the college catalog 43 is the following: In cases when students are charged with academic irregularities, such as cheating during an examination or plagiarism in the preparation of an essay, laboratory report, or oral presentation, the instructor has the authority to:

1. Give the student a failing grade for the assignment if, within the course's total requirements, non-completion of that assignment would not constitute sufficient ground for failing the course; or,
2. Give the student a failing grade for the course if, within the course's total requirements, non-completion of that assignment would preclude the student's passing course.

The instructor must make a written report to the Vice President of Student Services of whatever action he or she has taken and its justification. In turn the Vice President of Student Services must send a copy of the instructor's report to the student. Within ten days of receipt of such notification, the student may appeal the decision in writing to the Vice President of Student Services. The Vice President of Student Services shall be responsible for maintaining a cumulative file of all infractions of academic dishonesty. Two such offenses shall be sufficient grounds to suspend a student from the College. Thus, should it be verified that a student has committed a second such offense, the Vice President of Student Services, will report the matter to the Committee on Academic Standing and recommend an appropriate action.

Academic Integrity Policy in this Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Services to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Services. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Statement on Americans with Disabilities Act (ADA)

Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that "no qualified individual with a disability, by reason of such disability, be excluded

from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." Complaints should be addressed to the Manager of Training and Compliance, Office of the Executive Vice President, Room A-330, (201)612-5331, who has been designated to coordinate 504/ADA compliance efforts. (BCC Student Handbook, 2003, Page 42).

Sexual Harassment Statement

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Sexual harassment in any form constitutes prohibited, unprofessional and unacceptable conduct, and is a violation of Title VII of the

Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered. (BCC Catalog, 2007-8, pages 59-60). See catalog for complete details.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (BCC Catalog 2007-8, pages 45-47).

The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at <http://www.bergen.edu/acceptableuse>.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor's office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

Student and Faculty Support Services

Services for Students with Disabilities

A wide variety of services are available to students with documented disabilities through the Office of Special Services (OSS) [Room S-131; (201) 612-5270]. OSS is dedicated to serving students with physical, visual, learning, hearing, and emotional disabilities. If a student has been classified in high school or had a 504 plan, it is highly recommended that the student contact OSS during the college application process. A more detailed explanation can be found on the College web site www.bergen.edu. Personal information is kept confidential. Examples of the types of accommodations and services include: Extended test taking time

Organizational strategies Tutoring Career counseling Adaptive equipment computer labs Note takers

Sign language interpreters

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use. The library is located on the second and third floors in the L area of the megastructure. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (BCC Catalog 2007-8, page 62).

The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Main Building, Room A-101; (201) 612-5480] Cooperative Education and Career Development Center [Main Building, Room C-100, (201) 447-7171] Child Development Center [East Hall] Counseling Center [Main Building, Room A-118; (201) 447-7211] Dental Hygiene Clinic [Main Building, Room S-327; (201) 447-7180] The Distance

Learning Office {Main Building, Room C-334; (201)612-5581} English Language Resource Center [East Hall, Room E-126] Health Services [Main Building, HS-100; (201) 447-9257] Math Lab [Main Building, Room C-110] Multimedia Lab [Main Building, Room S-250] Online Writing Lab (OWL) <http://www.bergen.edu/owl> Office of Testing Services (Main Building, Room S-127; (201)447-7203) Public Safety [Main Building; Room L-154; (201)447-7116]

Course Outline and Course Calendar: Subject to change

Week	Topic/Chapter/Activity
1	Introduction to educational technology, Microsoft Office Suite, Internet
2	Internet as an instructional tool, ethical issues
3	An Introduction to the Smartboard
4	Smartboard and educational apps
5	iPads and educational apps
6	Evaluating apps
7	Young children and technology
8	Appropriate teaching methods using technology
9	Designing learning experiences using technology
10	Designing learning experiences using technology
11	Designing learning experiences using technology
12	Assessment and technology
13	PBL, collaborative learning and technology
14	e-portfolios
15	Portfolio presentations

Course Syllabus 7: EDU 201: Principles and Practices in Education

Course Description

This course examines various educational theories, methods of instructional planning, student evaluation, and principles of classroom questioning. The nature of cognitive, affective, and skills lessons is also explored. The course instructs students in a broad range of competencies required for state certification, focusing on how to improve the practice of teaching, and equipping students with the skills and strategies to succeed as practitioners. This course includes a required fieldwork component.

Lecture [3.00].

Prerequisite: EDU-101

Course Credits/Hours: 3 lectures, 3 credits

Student Learning Outcomes

As a result of meeting the requirements in this course, students will be able to:

1. Identify and explain the following educational methodologies: reflective teaching; decision making; instructional planning; questioning strategies and implementation; cooperative learning; small group discussions; assessment strategies and implementation.
2. Identify the underlying theoretical perspective in forming a professional philosophy.
3. Create effective lesson plans with appropriate instructional strategies and assessments supported by current research to promote thinking skills of all learners and meet diverse student needs.
4. Examine critically the role of culture in teaching, specifically highlighting its multidimensional and fluid nature.
5. Students will be able to analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development
6. Define classroom management and explain its relationship with discipline.
7. Describe the concept of “culturally responsive classroom management”
8. Analyze data and formulate findings (Educational Philosophy essay; Fieldwork observations; Active Research Project; Assignments; Real-Life Rehearsal Lesson Plan; Real Life Rehearsal Lesson Notes).
9. Present information clearly and professionally (Participation in class discussions, activities, lessons; Real Life Rehearsal: Teaching a lesson).

Means of Assessment

Student learning will be assessed through written assignments and class participation, in addition to the action research project, thematic unit and lesson plan presentations.

Course Content

Students will learn content through lecture, hands-on learning activities, class discussions, written assignments and selected readings.

- | | |
|------|--|
| I | The Effective Teacher |
| II | Instructional Objectives |
| III | Instructional Planning |
| IV | Involving Students in Learning |
| V | Questioning Skills |
| VI | Differentiating Instruction for Academic Diversity |
| VII | Culturally Responsive Teaching |
| VIII | Classroom Management |
| IX | Cooperative Learning |
| X | Assessment |

Required Text

Cooper, James M. (2014) Classroom Teaching Skills, 9th edition. ISBN-13: 978-0-495-81243-2

Research, Writing, and Examination Requirements

There are written assignments in addition to the action research project, thematic unit and lesson plan presentations.

Action Research Project

The Action Research Project (ARP) will give you an opportunity to show how well you understand what we have been learning in class and whether you are able to connect this knowledge to what you are seeing in the field classroom you are observing.

Please read the following guidelines carefully:

You must complete at least 10 hours of classroom observation by the time you hand in your ARP. Only observation of instructional practice is required for these visits. Involvement in additional activities may be permitted, but only at the discretion of the teacher and school with which you are placed. These visits should be distributed throughout the semester (from beginning to end). Each student must submit with their ARP a copy of the observation log that details their visits to the school. Please have your cooperating teacher(s) sign your observation log for each visit.

Real-Life Rehearsal: Teaching a Lesson:

Each student will be responsible for preparing a cohesive, rehearsed lesson that is between 10-15 minutes long. Your lesson will be graded by both the professor and your peers (the grading rubric will be explained fully later on during the course). Each student will be assigned a date for presenting their lesson during the last few weeks of class.

Thematic Unit:

Collaborate with a team of your peers to plan an interdisciplinary thematic unit of instruction. The unit will incorporate content areas that are representative of your team members' majors and minors. Using knowledge and skills developed in the course, you

will demonstrate how technology can be used to support the instructional outcomes defined in the unit. **You will use the same thematic unit throughout the course as an anchor for class assignments.** Therefore, it's important to select a theme that you are genuinely interested in teaching and subject areas about which you possess basic content knowledge.

Grades will be comprised of the following:

Action Research Project	20 points
Discussions/Attendance	10 points
Thematic Unit (5)	20 points
Real-Life Rehearsal (teaching a lesson)	30 points
Education Philosophy essay	10 points
Assignments	10 points

Grading Policy

A 90-100	C 70-74
B+ 85-89	D 60-69
B 80-84	F below 60
C+ 75-79	

Attendance/Lateness Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Students are expected to attend every scheduled class and to arrive punctually. An objective of this course is to develop professional behaviors and characteristics and being on time and present is a reflection of your professionalism as a pre-service teaching candidate. Attendance will be taken at each class session. Each student is held responsible for all material presented in class. In the event that you must be absent, it is necessary for you to follow the syllabus and get the work that was missed from a classmate. You will receive 1 absent mark for every 3 times you arrive late.

Please review the statement on acceptable use of BCC technology in the college catalog.

Statement on Americans with Disabilities Act (ADA)

Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that "no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

Academic Integrity Policy in this Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog for details). The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

Course Outline and Calendar:

The Effective Teacher	Week 1
Instructional Objectives	Week 2
Instructional Planning	Week 3
Work on Unit Plan	Week 4
Questioning Skills	Week 5
Differentiating Instruction for Academic Diversity	Week 6
Involving Student in Learning	Week 7
Culturally Responsive Teaching	Week 8
Classroom Management	Week 9
Cooperative Learning	Week 10
Assessment	Week 11
Lesson Plan Presentations	Week 12
Lesson Plan Presentations	Week 13
Lesson Plan Presentation	Week 14
Action Research Project Presentations	Week 15

Course Syllabus 8: EDU 220: Teaching and Learning in the Early Childhood Classroom

Official Catalog Course Description

This course examines the emergent processes of early childhood development and the best practices for meeting children's educational, physical, and social/emotional needs for students aged 0-8 years old. This course presents research-based theoretical perspectives for guiding teaching and effectively serving diverse student populations. A special feature of this course is five hours of observation/active participation in an early childhood classroom setting. Lecture [3.00]. Prerequisite[s]: EDU-120.

Course Text:

Essa, Eva L. (2014) Introduction to Early Childhood Education, 7th edition. ISBN-13: 978-1-133-58984-6

Student Learning Outcomes:

As a result of meeting the requirements in this course, students will be able to:

20. Describe the growth and development of children.
21. Discuss theories and research related to developmentally appropriate practices for teaching and assessment.
22. Create lessons and activities that address the emergent processes of learning, with a focus on literacy and mathematics skills.
23. Differentiate and individualize instruction for English language learners, students with special needs, and students with diverse learning styles and preferences.
24. Develop professional behaviors and cultural sensitivity for working with students and their families.
25. Apply critical thinking skills to practical applications of instructional theories
26. Demonstrate improvement in academic writing and verbal presentation skills.

Means of Assessment:

Students will create an electronic and verbal presentation on a current issue that impacts early childhood education.

Students will describe the cognitive, physical, social, and emotional development of children via oral presentations and written reflection essays.

Students will submit written evaluations of field observations, evaluating children's skills and developmental levels and utilize assessment devices to collect data on the classroom environment and effectiveness of observed lessons.

Students will present the various elements that constitute professionalism and write a personal statement of what professionalism means to them.

Students will create and present lessons and demonstrate various instructional strategies to their peers.

Students will create a lesson to demonstrate in a field site classroom.

Course Content: Students will learn content through lecture, hands-on learning activities, class discussions, written assignments and selected readings.

A. Introduction

Creating Developmentally Appropriate Learning Experiences

Importance of Observing Young Children

B. Developmentally Appropriate Curriculum

Learning Through Play/Thematic Learning

Integrated Curriculum

Language, Math, Science, Social Studies, Art, Music, Movement

C. Establishing Positive Relationships with Families

Importance of the School/Family/Community Relationship

Cultural Sensitivity and Student Diversity

The Role of Family

D. The Process of Observation and Assessment

Observations as a Tool for Instruction and Curriculum Development

Formal Observation/Assessment

Informal Observation/Formative Assessment

E. The Ideal Early Childhood Learning Environment

Creating an Effective Developmentally Appropriate Program

Meeting the Special Needs of Young Children

The Use of Technology with Young Children

F. Establishing and Maintaining a Commitment to Professionalism

Special Features of the Course:

Research, Writing, and Examination Requirements:

In addition to the course work, students will complete 5 hours of observation in an early childhood classroom setting.

Students will write reflection essays on course topics. Students will write a rationale and create sample lessons for a thematic unit of study. Students will prepare presentations on a current issue related to early childhood education. Students will develop a personal teaching philosophy.

Grading Policy:

The final grade in this course will be determined by a student's overall mastery of the subject matter as evidenced through journals, portfolios, assignments, projects, attendance, participation, etc. Late and make-up work will be determined on an individual basis.

(5) Observation in the Field/Evaluation Journals & Participation 20% Written Assignments/Lesson Plans and Essays 20% Midterm Project 20% Lesson and Read Aloud Presentation 20% Final Project 20%

Grading Scale:

A 90-100 B+ 85-89 B 80-84 C+ 75-79 C 70-74 D 60-69 F below 60

Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Observation in the Field:

For this component, you will be required to volunteer 5 hours of your time in an educational setting of your choice, (in grades Preschool through third). Students are encouraged to visit the Child Development Center on campus at BCC or choose from the list of approved sites that will be distributed in class. For many settings, it will be appropriate for you to merely observe the students and teachers in the classroom, however as an observer, you can offer your services in whatever capacity will best serve the needs of the students or teachers with whom you will be working. Classroom observations must take place prior to the eighth week of the semester.

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

Plagiarism

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own.

Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own
- represents previously completed academic work as current
- submits a paper or other academic work for credit, which includes words, ideas, data or creative work of others without acknowledging the source
- uses another author's exact words without enclosing them in quotation marks and citing them appropriately
- paraphrases or summarizes another author's words without citing the source appropriately

***Note:** An instructor may establish other guidelines regarding academic integrity consistent with the College policy.

Academic Integrity Policy in This Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Statement on Americans with Disabilities Act (ADA)

It is the policy of Bergen Community College to provide equal access to employment and educational programs, benefits and

services to any qualified individual, without regard to disability. In compliance with the Americans with Disabilities Act and §504 of the Rehabilitation Act of 1973, the College will make reasonable accommodations, wherever possible, to enable qualified individuals with a disability to fully access the programs, benefits and services offered by the College.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog for details). The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor's office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

Student and Faculty Support Services

Services for Students with Disabilities

The Office of Specialized Services (OSS) located in the Pitkin Education Center, RM L-115 on the main campus in Paramus, offers a wide variety of academic support services to students with documented disabilities. A student interested in receiving services should provide documentation of their disability to OSS by the suggested semester deadlines; August 1st for fall semesters, December 1st for spring semesters.

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use. The library is located on the second and third floors in the L area of the Pitkin Education Center in Paramus, and on the second floor of the BCC at the Meadowlands building. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (See BCC Catalog for details). The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Pitkin Education Center, Room A-122; (201) 612-5480] Center for Student Success-Transfer and

Career [Pitkin Education Center, Room A-118] Child Development Center [Ender Hall] English Language Resource Center [Ender Hall, Room E-156] Health Services [Pitkin Education Center, HS-100; (201) 447-9257] Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270] Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202) Public Safety [Pitkin Education Center; Room L-154; (201)447-9200]

Course Outline and Calendar:

Week	Date(s)	Topic/Activity
1		The Scope and Need for Quality Early Childhood Education
2		Approaches and Theories for Teaching Young Children
3		The Emergent Curriculum/Language Development
4		Language and Literacy/Read Aloud Presentations
5		DAP Curriculum Planning/Routines/Thematic Learning
6		Positive Guidance Principles and Social Development
7		ECE Issues and Trends/Midterm Presentations
8		Accountability, Standards, and Assessment
9		The Physical Environment/Classroom Management
10		Cognitive Development/Presenting Mathematics
11		Family/School Partnership Cultural Sensitivity
12		Lesson Planning/Inquiry-Based Learning Approach
13		Physical Development/ Movement and Music
14		Final Project: Thematic Unit of Study/Lesson Presentation
15		Developing A Personal Teaching Philosophy

Course Syllabus 9: EDU 226: EDU 226 Supervised Field Work Experience

EDU-226 HYLab, 2 lecture 3 Credits

Prerequisite: EDU-120 and EDU-220

Course Description:

This course features weekly participation in field site classrooms in order to give students an authentic teaching experience. Coursework focuses on creating developmentally appropriate lessons for young learners in preschool through third grade, with an emphasis on presenting mathematics and advancing literacy skills of these young students. All students enrolled in this course will develop a professional teaching portfolio. Lecture [1.00], Laboratory [4.00]. Prerequisite(s): EDU-120, EDU- 220 or instructor approval.

Student Learning Outcomes:

As a result of meeting the requirements in this course, students will be able to: 1. Evaluate developmentally appropriate instructional, assessment and

management theories and apply in field experience classrooms 2. Demonstrate an understanding of NJ Curriculum Standards 3. Demonstrate professional behaviors during weekly field work participation

and an ability to collaborate with cooperating teachers, supervisors and

college instructors 4. Evaluate theoretical teaching perspectives with practical classroom

experiences

1

27. Develop self-awareness of weaknesses and strengths and the ability to informally assess their students' performance during weekly lesson presentations in the field

28. Locate instructional resources, integrate technology and identify essentials of research-based curriculum planning and classroom management

29. Develop effective mathematics and literacy activities and integrate various skills and concepts with the thematic unit of the field classroom

30. Demonstrate the cultural sensitivity necessary for working with diverse student populations

31. Synthesize developmental and educational theory by creating lesson plans that are effective and engaging for preschool through third grade students

32. Demonstrate improvement in writing, presentation and critical thinking skills through weekly reflection essays

Means of Assessment:

A formal evaluation of your field work performance by your faculty supervisor and your cooperating teacher and a record of your field work hours are required. The additional means of assessment types utilized in this course are writing reflection essays, developing written lessons and activities and demonstrating these lessons in the field, creating a professional teaching portfolio to include a resume, cover letter, and teaching artifacts, and participation in various presentation activities related to coursework.

Course Content:

Supervised Field Work Experience is an academic course that integrates classroom learning with practical work experience directly related to a students' program and career goals. Students will spend a semester working in an early childhood education classroom for children between 2 and 8 years of age. The lecture topics are designed to support students in their academic development and promote their professional success in the workplace.

Course Requirements:

For further clarification please refer to Field Work handbook

- All students must complete writing and reading assignments and participate fully online, on-campus and in the field.
- All students must have approved field work sites by the 3rd week of the semester.
- All students must attend an on-campus seminar which will take place in the first four weeks of the semester.
- Students will spend a minimum of three hours weekly at their field placements.
- All students will write essays to reflect on their field experience and performance.
- Integrate classroom theory with field site experience.
- Describe developmentally appropriate practice and how it relates to curriculum development in early childhood classrooms.
- Identify their age level preference so that they can pursue the appropriate teacher credential
- Justify and explain their career choice and work professionally with their cooperating teacher
- Create personal individual professional development goals.
- Demonstrate an understanding of the formal competency based evaluative instruments that measure field site performance
- Locate resources and identify essentials of good curriculum planning and classroom management

Means of Assessment: A formal evaluation of your overall field work performance by your faculty supervisor and your cooperating teacher and a record of your field work hours are required. The additional means of assessment types utilized in this course are evaluation of lessons, writing assignments including the development of a resume, teaching philosophy, and reflection essays. **Other Suggested Reading:** Cohen, Dorothy. *Observing & Reading the Behavior of Young Children*. Teachers College Prep, 2008. Kriete, Roxann. *The Morning Meeting Book*. Northeast Foundation for Children, Inc., 2002. Charlesworth, Rosalind and Lind, Karen K. *Math and Science for Young Children*. 7th ed. Cengage Learning. 2012. State of New Jersey Department of Education, (2006). Licensure and Credentials, <http://www.state.nj.us/education/educators/license> ***In addition to the above suggestions, online readings are posted weekly. Grading Policy:** Students will receive a final grade in this course based on field work performance, midterm and final lesson evaluations, Moodle participation and written assignments and the development of a teaching portfolio. Course grade determination is as follows: **Online Assignments/Moodle Participation/Online Attendance 20% 3**

Midterm/Final Lesson Evaluations 20% Teaching Portfolio 20% Weekly (8), Midterm and Final Field Evaluations 40%

Grading Policy:

All work is due on the date assigned. Work submitted after the due date will be deducted by one letter grade. No past due work will be accepted in the last month of the semester.

Grading Scale:

A 90-100 B+ 85-89 B 80-84 C+ 75-79 C 70-74 D 60-69 F below 60 **Attendance Policy:**

Students are expected to attend all four on-campus class sessions and to arrive punctually at these meetings. As this is a hybrid course, your weekly completion of all assignments posted on Moodle is mandatory as is your participation in your field classroom as described in this syllabus.

Each student is held responsible for all material presented and must incorporate the instructional strategies and best practices for teaching, which are presented on-campus and online. Written lesson plans must be approved by your cooperating teachers before demonstration in the field.

Bergen Modules 1-3 On-campus	On-Campus Meetings: Observe in your field site classroom. Plan your first lesson with your cooperating teacher. Mathematical Concepts (Practice Lesson Plans 1-3 due on line by posted due date)
Module 4	Begin supervised fieldwork. Demonstrate your approved lesson plan in your field classroom this week. Circle Time and Classroom Management (Lesson Plan 1)
Module 5	Teaching Mathematics/Thematic Curriculum (Lesson Plan 2)
Module 6	Social and Emotional Development (Lesson Plan 3)
Module 7	Music and Creative Arts (Lesson Plan 4)
Module 8	Intentional Teaching Strategies (Lesson Plan 5)
Module 9	Tiered Instructional/Tiered Questioning Techniques and Student Diversity
Module 10	Midterm Lesson Observations (Lesson Plan 6)
Module 11	Advancing Professional Behavior (Lesson Plan 7)
Module 12	Inquiry Based Learning Approach (Lesson Plan 8)
Module 13	Lesson Planning for the Multicultural Classroom (Lesson Plan 9)
Module 14	Schedule Final Lesson Observations (Lesson Plan 10)
Module 15	Professional Teaching Portfolios are due this week
Module 16	Course Conclusion

****Cooperating teachers must receive lesson plans one week prior to your lesson demonstrations.**

Evaluation of Students in the Field:

Each cooperating teacher will be requested to complete a midterm and final evaluation of the student teacher's performance in his or her classroom. The field experience evaluations will focus on the following topics:

- Student's interactions/rapport with the children
- Student's interactions with cooperating teachers, assistants, and other school personnel
- Strengths of student's teaching demonstration
- Areas for improvement

- Student's ability to provide developmentally appropriate instruction
- Student' ability to transition students between activities
- Student's demonstration of classroom management and positive guidance principles
- Student's ability to observe, assess and evaluate his or her students during lessons and use the information gathered to differentiate instruction

All lesson observations and evaluations will be followed by a post-lesson discussion as part of the learning experience for you. During this conference with cooperating teachers, you will be encouraged to reflect on your own lesson demonstrations and self-assess your performance. In particular, the midterm and final lesson observations make up 20% of your course grade so it is suggested to seek the course instructor's guidance and support when developing these lessons.

Summary:

The guidelines for the field experience have been intentionally developed with the possibility for a high-level of flexibility and individualization for students enrolled in this course.

Program Degree Course Requirements

Program Requirements

AS. PS. EDU

EDU-101 Introduction to Education 3
EDU-102 Inclusion and the Exceptional Child 3
EDU-110 Foundations of Multicultural Education 3
EDU-140 Educational Technology 3
PSY-101 General Psychology 3
PSY-103 Educational Psychology 3
PSY-106 Developmental Psychology: Lifespan 3
Total Credit Hours: 21

Program Requirements

AS. PS. EARLY CHILD

EDU-101 Introduction to Education 3
EDU-102 Inclusion and the Exceptional Child 3
EDU-130 Infants and Toddlers Development 3
or
EDU-110- Foundations of Multicultural Education 3
EDU-120 Early Child Development 3
EDU-220 Teaching & Learning in the Early Childhood Classroom 3
EDU-226 Supervised Field Work Experience 3
Total Credit Hours: 18

*Outcomes Assessment Project: Spring 2015***AS.PS.EARLY.CHILD**

The intended outcome of the assessment was that students demonstrated their understanding of Developmentally Appropriate Practice by creating safe, nurturing learning activities that meet the needs of young children.

A rubric was used to assess the Thematic Unit of Study assignment for students enrolled in EDU 220: Child Development II. The Thematic Unit of Study reflects students' ability to plan developmentally appropriate lessons and activities for children aged 3-8 years old. A component of this assignment requires that students provide a developmentally appropriate rationale related to developmental theory with supports the selection of their theme. Students are required to provide a three-lesson sampling within their unit.

Since EDU 220 is the course that comes prior to the field experience course for Early Childhood majors, it is necessary that students fully understand course topics related to developmentally appropriate instruction. The grading criteria for this assignment includes an integration of course topics that are related to best practices for planning learning activities in order to effectively teach young children.

In April 2015, we reviewed the rubric and assignment together and then graded one student's Thematic Unit of Study. We discussed our perspectives and "normed" our grading criteria. We then continued to grade the rest of the students' assignments.

According to the rubric used, though the majority of students received a grade of B or higher on this assignment, it is clear that the assignment is very advanced as compared to the program outcome that was focused on for this assignment. Since coursework was clearly aligned with the assignment, the students were fully supported and prepared to complete this assignment.

Students	Grade
1	92
2	92
3	85
4	100
5	95
6	85
7	100
8	92
9	96
10	90
11	100
12	100

Recommendations for Improvement:

We discovered that the assignment goes over and above the stated program goal. Though coursework throughout the semester has been supportive of this assignment and students have performed very well, the program goal requirement is at a much lower level of sophistication than the assignment requirements. Since the students are deeply engaged with learning how to plan lessons and assessment for young students, we feel that this should remain a strong component of coursework.

Furthermore, the ability to plan a differentiated and developmentally appropriate lesson that reflects best practices and researched-based teaching strategies and approaches is necessary for the field experience course, which follows EDU 220. It was decided that, in lieu of planning a thematic unit, students will be required to develop effective lesson plans throughout the course. The first lesson plan will be a basic format with an emphasis on clarity and proper sequence. The final lesson plan will be an assignment that requires students to create and present a lesson that integrates research-based learning strategies and approaches and relates to a developmentally appropriate theme.

Two separate rubrics will be utilized for the two lesson planning assignments, which will align with their assignment descriptions.

- The first rubric and assignment will focus on the necessary lesson plan components for presenting a Read Aloud as instruction, including the criteria for effective classroom presentation.

- The second rubric and assignment will focus on an integration of the most effective teaching strategies for presenting curriculum to young children, including the criteria for effective classroom presentation. This assignment will include a rationale that supports the curriculum and theme of the lesson.

AS.PS.EDUC

The intended outcome of the assessment was that students demonstrated their ability to communicate effectively in writing, debating, defending and presenting. It was decided that we would focus our assessment on students' writing skills and their ability to defend their perspectives.

Journaling is an integral part of the EDU 101 Introduction to Education course. There are 10 journal topics that are assigned during the semester. Students are asked to respond to the assigned topics, while relating their response to information presented in class discussions, textbook readings, and utilize their own personal experiences in order to effectively analyze the topics. For the purpose of this assessment report, we evaluated students' ability to communicate effectively in writing by assigning the journal topic listed below. This particular topic would be assigned later in the semester.

Journal Assignment: Students in EDU 101: Introduction to Education will respond to the following topic:

Courts have disagreed on whether situations like these found below constitute grounds for dismissal of a teacher. If you were the judge, how would you rule on the following issues?

- Private homosexual behavior
- Smoking marijuana
- Unwed parenthood

Since all full-time in the EDU program teach EDU 101 courses, we focused our assessment project on this course. We implemented this assessment in the Spring 2015 semester.

In April 2015, we randomly selected 10 students' journal entries. After reviewing the rubric and assignment together, we graded one student's assignment together. We discussed our perspectives and "normed" our grading criteria. We then continued to grade the other 9 assignments.

We have discovered that the rubric used to evaluate the stated outcomes, yield high grades for the students' journal entry. The highest possible score, according to the rubric, is a 4. No student assessed scored lower than 3. While we are satisfied with students' ability to receive high grades on this journal writing assignment, we recognize that there are certain aspects of students' writing that were not assessed by the rubric used. Furthermore, the grading system is rather vague and lacks specificity to inform students where they can improve.

According to the rubric used, high grades were achieved yet many students lacked thesis statements supported by explanation and reference to class discussions and the textual information. As well, many students' writing lacked concluding sentences. We recognized that these items were not included in the rubric, yet are very important aspects that reflect academic writing and critical thinking skills.

Students	Grade on Rubric
Student 1	Excellent: 4
Student 2	Acceptable: 3
Student 3	Acceptable: 3
Student 4	Acceptable: 3
Student 5	Excellent: 4
Student 6	Excellent: 4
Student 7	Acceptable: 3
Student 8	Excellent: 4
Student 9	Acceptable: 3
Student 10	Acceptable: 3

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Recommendations for Improvement:

We have decided that we would modify the rubric in the following ways:

- We will omit the simple grading format and assign grades for each area assessed. In this way, the assessment will be more reflective of students' writing and thinking skills. By utilizing a point system, students will receive more specific feedback on their writing. Instead of descriptive words as the grading system, we will utilize the following grading specifications:
 - 90-100
 - 80-89
 - 70-79
 - 69-0
- We will revise the rubric to include the following criteria for student writing:
 - Clear thesis statements are supported by explanation. Explanation includes information from students' experience and incorporates information from class discussions and the textbook, which would demonstrate the students' ability to defend their perspective.
 - There are concluding statements that summarize the main points of students' perspective on journal topics.

COMPREHENSIVE STATE-WIDE TRANSFER AGREEMENT (Adopted by NJPC – 9/22/08)

PURPOSE: Seamless transition from public associate to public baccalaureate degree programs and supporting the successful acquisition of baccalaureate degrees by transfer students.

A. TRANSFER – with an A.A. or A.S. degree

General Principles:

1. An A.A. or A.S. degree from a New Jersey community college will be fully transferable as the first two years of a baccalaureate degree program at New Jersey public four-year institutions.
2. Students transferring with an A.A. degree into a B.A. program or an A.S. degree into a B.S. program will have accepted for transfer exactly half of the credits required for the basic four-year degree and will have exactly half of the credits to complete at the four-year institution. Such students will have Junior status upon enrollment at the four-year institution. *[For example, at William Paterson, where the basic four-year degree is 128 credits, the transfer student's A.A. or A.S. degree will transfer in exactly 64 credits, and the student will have exactly 64 credits remaining to complete at William Paterson for the degree. At Montclair State, where the basic four-year degree is 120 credits, the transfer student's A.A. or A.S. degree will transfer in exactly 60 credits, and the student will have exactly 60 credits remaining to complete at Montclair State for the degree.]*
3. Such transfer students will be considered to have completed all lower division General Education requirements.

Corollary Principles:

1. It is up to the four-year institution to identify for the student upon admission any requirements in regard to the remaining half of the credits. *[For example, where half of the degree program is equal to 64 credits, the receiving institution might say that the student must complete 36 credits for the major, 6 credits in foreign languages, and 22 elective credits, but the total requirements cannot be more than 64 credits or half of the total degree requirement.]*
2. The only reason a student would be required to take more than the standard half of credits for the four-year degree is if entrance into a required course at the four-year institution requires a prerequisite course which the student has not completed at the community college, and the student cannot fit that prerequisite within the remaining credits to be taken at the four-year institution. The four-year institutions will make such prerequisite information clear so that students can take appropriate coursework at the community college.

Page 1 of 7

33. Transfer students must meet the specific graduation requirements of the four-year institution to which they seek to transfer (for example, foreign language proficiency). In most instances, it is expected that, by careful planning, the transfer student will be able to meet these requirements within their two years' of study at the community college or within the remaining two years' of study at the senior institution. It is the responsibility of the senior institutions to make sure that their specific graduation requirements are clearly announced in catalogs and other relevant materials.
34. 100 and 200 level courses at the community college that deal with the same subject matter as 100 and 200 level courses at the four-year institutions will be accepted as equivalent. *[For example, if Calculus II (a 200 level course) is a prerequisite for enrollment in Linear Algebra (a 300 level course) at the four-year institution, and if the transfer student has taken Calculus II at the community college, they will be able to enroll in Linear Algebra at the four-year institution, no questions asked.]*
35. By definition, 300- and 400-level courses at four-year institutions have no course equivalents at the community colleges. For the purposes of this Agreement, a 300-level course is one that has a prerequisite of 200-level coursework or equivalent prerequisite, such as a placement exam.
36. It is in transfer students' best interests that community college courses be well aligned with the courses offered at the four-year institutions. This alignment is best accomplished by faculty-to-faculty discussions across the institutions in all sectors. To insure that students can prepare themselves well to succeed in baccalaureate coursework, course evaluations that now take place as part of NJTransfer will continue, and the community colleges will advise their students as to which courses will best prepare them for transfer. *[For example, Calculus II, whether taught at a four-year institution or a community college, should generally address Riemann integral applications, transcendental functions, techniques of integration, improper integrals, L'Hospital's rule, and infinite series.]*
37. For five-year programs or other specialized programs where the degree requires more than the standard four-year credit requirement, the

transfer student will be required to complete all credits in excess of the 60/64 credits transferred to the institution at the four-year institution, in exactly the same manner as native students. *[For example, for a student transferring to Montclair State into the B.S. program in Physical Education with dual teacher certification in Physical Education and Health, the credit distribution would be 60 credits at the community college and 84 credits at Montclair State to reach the required program total of 144 credits. For a student transferring to Rowan into a Chemical Engineering program the credit distribution would be 60 credits at the community college and 72 credits at Rowan to reach the required program total of 132 credits. As noted in corollary principle 2. above, students who have not completed required prerequisite courses as part of their community college program might have to take additional credits.]*

Page 2 of 7

16. Where program requirements are closely defined by accrediting organizations, regular communication and consultation shall occur between program faculty at the two-year and four-year institutions to facilitate effective and seamless transfer.

17. All decisions made with respect to the transfer process shall be based on the principle of equivalence of expectations and requirements for native and transfer students. *[For example, if a 'D' grade earned by a native student in a specific course is accepted for credit in a specific program, then a 'D' grade earned by a transfer student in the same course would also be accepted for credit in that program. If the 'D' grade is not accepted for native students or for transfer students from other four-year institutions, then it will not be accepted for transfer students from community colleges. Similarly, if a "4" is the minimum AP grade accepted for course credit at a senior institution, then a "4" will be the minimum AP grade accepted by that institution as transfer credit from a community college.]*

18. Transfer students and community colleges are responsible for providing with their transfer applications, through NJTransfer or some other mechanism, transcripts that clearly and accurately designate the specific degree earned by the student, the major, and all courses and course levels and grades attained by the student. All institutions participating in this Agreement are expected to keep course descriptions, prerequisites, and course equivalencies current.

B. TRANSFER – without an A.A. or A.S. degree

General Principle: Credits taken at a NJ community college that are applicable to an A.A. or A.S. degree program, up to a maximum of 60-64 credits, shall be transferable to a NJ four- year institution toward a baccalaureate degree program.

Corollary Principles:

11. The admitting senior institution shall designate which of the transfer credits shall be applied to general education requirements, major requirements, graduation requirements, or electives.

12. Once the designation specified in 1. above has occurred, the transfer student will be required to take as many credits as are necessary to complete the general education, major, graduation, and elective requirements remaining and applicable to the particular program of the particular senior institution. The number of remaining credits is, in most instances, likely to exceed 60-64 credits depending on the number of credits eligible for transfer and the applicability of those credits to the particular program the student seeks to enter.

13. For students who submit fully completed applications and associated fees by the senior institution's established admissions deadline, the senior institution shall notify the student, within thirty days of admission, as to the acceptance and designation of transfer credits and as to the remaining credits required for graduation in a specific baccalaureate degree program.

14. Corollary principles A. 3. through A. 10 above shall apply. Page 3 of 7

Successful Transfer Criteria

Attention:

Declared AS.PS.GEN, AS.PS.EDU and AS.PS.EARLY.CHILD majors who are interested in becoming NJ Certified Public School Teachers

From:

The Office of Student Advisement and the Education Program

It has come to my attention that there are many BCC students interested in the field of Education who are currently declared as AS.PS.GEN majors. If you fit into this category and are planning to seek to apply to Teacher Preparation programs at four-year colleges or universities upon graduation from BCC, it is necessary for you to become aware of the criteria and requirements necessary for becoming a classroom teacher in a public school.

Successful transfer from BCC to Education programs at four-year colleges/universities include:

- Taking and passing the Core Praxis Exam prior to acceptance
 - Preparation for this exam is necessary in Reading, Writing, Mathematics
- Developing a written Teaching Philosophy prior to acceptance
- Maintaining a 3.0 GPA at BCC

If you feel that the above information relates to you, read on for your next steps:

- Schedule a meeting with a faculty advisor in BCC's Education program
- Meet with an Academic Counselor to discuss the above information
- Based on the advice you will receive you may consider declaring your major as AS.PS.EDU or AS.PS.EARLY.CHILD, if you haven't already

If you would like additional information or to schedule to meet with a Faculty Advisor in the Education program, please contact:

Prof. Melissa Krieger
Room 139 Ender Hall
mkrieger@bergen.edu

or

Dr. Benicia D'sa
Room 139 Ender Hall
bdsa@bergen.edu

Child Development Center Information Related to Education majors

In the Fall of 2013, BCC began to offer an Associate of Science Degree in Early Childhood Education, AS.PS.EARLY.CHILD, to accompany the AS.PS.EDUC degree, which is the program for students interested in working in Elementary, Middle and Secondary Schools. In order to promote greater articulation of education credits, increased observation hours were required. Since the revision of the curriculum, we have seen a significant increase of education students using the center as a laboratory school.

Throughout the years we have also seen a significant increase of students using the center as a training site, educational resource and community service site.

Our collaboration with the Early Childhood and Education programs includes:

- Students are placed in the CDC for their field experience to participate in a developmentally appropriate hands-on learning experience.
- Students use the CDC to observe and record the behaviors of children.

In addition:

- The CDC is an educational resource for other curricula, such as the Nursing and Dental programs, offering opportunities of learning.
- The Education Club, Phi Theta Kappa and other clubs participate in events and community service at the CDC.
- The CDC offers a workforce training site for students that participate in the Turning Points Program, EOF Pre-freshman Program and Center for Student Success Service Learning.
- Financial Work-Study students are scheduled to work at the center.

Academic classes that use the CDC as a lab include:

EDU 101: Intro.to Ed

EDU 102: Inclusive Ed. and the Exceptional Student

EDU 120: Early Childhood Dev.

EDU 130: Infant and Toddler Dev.

EDU 220: Teaching and Learning in the Early Ed. Classroom

EDU 226: Supervised Field Exp.-(Students doing their field experience)

PSY 201-Child Psychology

PSY106-Developmental Psychology

NUR 284-001 Maternity and Pediatrics

The chart below shows the increase of Education students, from Fall 2013 to Spring 2016, that have used the CDC as a laboratory school for:

See Next Page for # of Observations Completed by Education majors at the Child Development Center

Semester	Observations Scheduled/Completed	
Fall 2013	144	Total- 335
Spring 2014	191	
Fall 2014	205	Total- 295
Spring 2015	90	
Fall 2015	131	Total-236
Spring 2016	105	

Observations at the
Child Development
Center

WILLIAM
PATERSON
UNIVERSITY

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
1600 VALLEY ROAD • P.O. BOX 920 • WAYNE, NEW JERSEY 07474-0920
973.720.2137 FAX 973.720.3467 • WWW.WPUNJ.EDU

April 22, 2017

Dr. Victor Brown, Dean
Division of Business, Arts and Social Sciences
Bergen Community College
400 Paramus Road
Paramus, NJ 07652

Dear Dr. Brown,

Thank you very much for meeting with me on April 12th. I enjoyed my visit to Bergen Community College to learn more about the education majors. Enclosed please find my external review of the education programs. Please feel free to be in touch with me at feolad@wpunj.edu or 973 720 2577 if you have any questions.

Sincerely,



Dorothy A. Feola
Associate Dean
College of Education

BERGEN COMMUNITY COLLEGE

EDUCATION PROGRAM REVIEW

APRIL 2017

MISSION/VISION/GOALS

The mission, vision and goals of the education programs (AS.PS. Early Childhood and AS.PS. Education) at Bergen Community College are commendable and align with the goals of the national organization, the Council for the Accreditation of Educator Preparation (CAEP). The College prepares education majors for entry into four-year institutions of higher education with a foundation for academic success.

STUDENTS

Demographics

Education majors at Bergen Community College represent a diversity of race and ethnicity. The approximate 25% enrollment of Hispanic students in teacher education programs is notable as the need for teachers who are representative of students in public schools is important for P-12 student success.

Student Satisfaction

While the response rate to the survey of program completers is low, feedback was positive on students' experiences in the education programs at Bergen Community College.

Program Learning Outcomes (PLO) Assessment

Two PLO assessment projects were conducted recently: AS.PS. Early Childhood (EDU 226) and AS.PS. Education (EDU 101). Both assessments focused on students' knowledge of educational teaching philosophies and the development of their own teaching philosophy.

This is an important assignment as it will prepare education majors with the necessary knowledge, writing skills and opportunity to be reflective required for success on the new mandated performance assessment, edTPA, required for teacher certification in New Jersey beginning in Fall 2018.

Faculty reflections on the inadequacies of the rubrics used to evaluate this assignment are insightful. Faculty acknowledge the importance of having education majors ground their teaching philosophy in research theory and practice. This is important foundational knowledge for success on the edTPA assessment as commentaries written by teacher candidates to accompany videotaped teaching segments must provide a rationale for practice and cite relevant research.

Rubrics that are qualitative and clearly distinguish levels of performance are important for measuring education majors' knowledge, skills and dispositions and are expected within the new CAEP guidelines for assessments. This is an assignment that with a coherent focus and qualitative descriptive rubrics will help education majors improve their academic writing and critical thinking skills and ensure that they perform well on the edTPA performance assessment.

Student Success

Data presented in the *Education Program Review* show that education majors are retained in the major on a par with the overall retention rate at Bergen Community College. However, a higher percentage of education majors graduate (28.8%) compared to 20.2% overall. This speaks to the improved focus on early advisement and support for education majors by full-time faculty.

FACULTY/STAFF

The education program includes 2 full-time faculty and 6 part-time faculty members. Data presented demonstrate that faculty is diverse and representative of the ethnicities of the education majors. More than one-third of education faculty hold doctoral degrees and 25% have significant teaching experience (10 or more years).

Faculty is active in local and national professional organizations, on-campus, and in the community. They participate in professional development via attendance at conferences and other professional development activities. At least one faculty member is an edTPA evaluator which is significant in terms of helping to prepare education majors for success on this new licensure assessment. Faculty collaborate with other institutions of higher education on grant proposals and awards. Faculty is active in publishing scholarly work and presenting at local, regional and national conferences. Faculty keep abreast of changes to teacher education certification requirements by attending statewide meetings and participating as members of four-year IHE advisory councils.

Adjunct faculty is periodically evaluated by full-time faculty to ensure instructional quality. The education program recognizes the need to improve the utilization of institutional teaching supports for adjunct faculty. Another area of need is the reporting and organization of faculty scholarly work for evaluation purposes; one such tool used for this purpose is *Digital Measures*.

CURRICULUM

The **Outcomes Assessment Project** for both programs completed in spring 2015 led to a redesign of Program Learning Outcomes, curriculum maps and program brochures. The *Program Learning Outcomes* for both programs are in line with *CAEP Standard 1: Content and Pedagogical Knowledge* and begin to build the foundation for further study in education at the senior colleges. Program Learning Outcomes and Student Learning Outcomes in all courses were aligned to best practices in teacher education and articulation agreements with four-year IHEs. The design of new courses is notable with a focus on technology and multicultural

education. All courses focus on knowledge, skills and dispositions as foundations for continued study in education. The AS.PS. Early Childhood program has more than 85 required hours of field experience which is commendable and in line with the new NJDOE code requirements for a minimum of 50 hours prior to a year-long clinical experience. The AS.PS. Education major has at least 40 hours of required field experience which is close to the 50 hour NJDOE requirement and will be supplemented when education majors transfer to four year IHEs to complete their education majors and teacher certification requirements. The reflective practitioner model employed and the emphasis on multicultural education through coursework and field experiences are strengths in the education programs.

SUPPORT

Students

Bergen Community College has secured a NOYCE grant to provide tuition support for prospective math, science, technology and engineering teachers. The College provides tutors across disciplines for education majors and technology to enhance learning. Praxis CORE workshops are offered for a nominal fee to students. Education majors receive advisement from full-time education faculty and they reach out to non-education majors to share information on pathways to the teaching profession. Library staff are supportive of student success and offer a variety of instructional workshops for education majors. The Education Club facilitates events on campus and in the community; a faculty member serves as advisor. The Office of Specialized Services provides support to self-declared students who are eligible for academic accommodations.

Faculty

The College has secured several grants to enhance technology available for faculty and student use, and provide up-to-date resource and curriculum materials. Faculty are provided with opportunities for professional growth via the *Center for Innovation in Teaching and Learning*. Extensive support for classroom teaching by library staff is notable. Moodle is noted as an easy to access instructional support.

Facilities and Equipment

Education/curriculum resources and materials and Praxis CORE support materials are stored in the College library. Ender 153 is a *Technology Room* used for instruction and includes a smartboard and 15 McIntosh desktop computers. Education majors need access to state-of-the-art technology as facility with new technologies is a necessary skill for success as a teacher at all levels.

COMMUNITY

The Education programs have established partnerships with a variety of educational settings (preschools, P-12 schools, private schools, agencies, the Child Development Center at BCC, etc.)

that welcome education majors for field experiences. The College has dual-enrollment programs with high schools. The Education programs host professional events (book reading, panel discussions, film screenings) on and off campus

PROGRAM REVIEW SUMMARY

A visit to campus took place on April 12, 2017, at which time I had the opportunity to meet with Dr. William Mullaney, Vice-President of Academic Affairs, Dr. Victor Brown, Dean of Business, Arts and Social Sciences, and Dr. Jacqueline Behn, Chair of Social Sciences Department, and Sally Dionisio, Director of the Child Development Center. I observed Dr. Benicia D'sa's class, *EDU 110 Foundations of Multicultural Education*, and spent time in discussion with students from this class.

From the Education Program Review report and my visit to campus I learned that the AAS.HS. Early Childhood program was recently discontinued and that the focus at the College is on two education programs: AS.PS. Early Childhood Education and AS.PS. Education.

Strengths

There was an easy and friendly rapport among administrative staff and faculty and faculty and students. 100% (n=8) of education faculty is satisfied or very satisfied with various aspects of the department including administration, program offerings, facilities and technology. The library staff is supportive of both student and faculty success. Full-time faculty is knowledgeable of current research and best practices in education and model best practices in teaching and technology use with their students. Full-time faculty advise all education majors and advise the Education Club. They work with transfer counselors to recruit AS.PS. GEN who may be interested in teaching as a profession recognizing that early identification will ensure successful transfer to teacher education programs. Financial support for students and technology and resource support for faculty via external and internal grants are commendable. Recent revisions to the curriculum for both education majors is aligned to new CAEP standards and includes field experiences and support for new testing requirements required by the NJDOE. The goal of establishing honors credit and learning communities for education majors is also commendable as research shows that learning communities improve college retention and graduation.

Suggestions based on the Education Program Review report and visit to campus

The ultimate goal for the education programs is to graduate students who can successfully transfer into four-year IHE programs and then successfully complete their teacher certification coursework and Bachelor's degrees in a timely manner. To this end, the College might consider providing more access to Praxis CORE materials and free workshops for students to prepare for the four sections of this test. Because the test is expensive to take and then retake if necessary, the College might consider incentives for students to participate in workshops and then have the test paid for by the College (at least once).

Using technology to monitor student success is important for a variety of reasons: 1) providing additional academic and support resources for students whose GPAs fall below the 3.0 minimum required for entry into and exit from teacher certification programs in New Jersey; 2) tracking pass rates on Praxis CORE; 3) tracking student success as transfer students to four-year teacher certification programs; and 4) tracking success of alums in the teaching profession. The College might consider a technology platform or an enhancement to an existing one that provides this information.

Because technology is ubiquitous in P-12 classrooms, it is imperative that teachers have the knowledge and skills to use technology for instruction and management. Keeping technology labs/classrooms up to date and accessible to education majors is important for their success as future teachers.

Faculty has been successful in receiving grant funds to provide state-of-the-art resources and curriculum materials for both programs. A dedicated space to house these resources that is easily accessible to full-time and adjunct faculty and students would enhance student success.

CAEP requires an assessment of teacher candidates' professional dispositions upon entry to a teacher education program. The programs should consider adding such an assessment.

Respectfully submitted by

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