<div align="center">**MEMORANDUM**</div>

TO: Committee on Academic Programs

FROM: Steering Committee

RE: Urban Education

DATE: October 21, 2015

Background:
On October 8, 2015, Tabitha Dell'Angelo, Coordinator of the Urban Education Program, forwarded the attached proposal to Steering. Dr. Dell'Angelo wrote:

> The Urban Education Program has recently passed the Curriculum Committee (attached), Graduate Program Council (attached) and the Steering Committee is the next step. It is my understanding that Steering will send the program proposal (also attached) to CAP.

Charge:
CAP should consider whether there are any units that might be affected by the proposal that have not been consulted and whether the proposal is consistent with the College's mission. If CAP agrees that all affected units have been consulted and that the new program is consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

Timeline:
CAP should complete its work on this charge by the end of this semester.

TCNJ Governance Processes

Step #1 -- Identifying and reporting the problem: When a Standing Committee receives a charge from the Steering Committee, the first responsibility is to clearly articulate and report the problem to the campus community. The problem may have been set out clearly in the charge received from the Steering Committee, or it may be necessary for the Standing Committee to frame a problem statement. The problem statement should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The problem statement should be broadly stated and should include a context such as existing policy or practice. Problem statements may include solution parameters but should not suggest any specific solutions. Clearly stated problems will lead to better recommendations.

Step #2 -- Preparing a preliminary recommendation: Once the campus community has received the problem statement, committees can begin to collect data needed to make a preliminary recommendation. Committees should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance website. At this point, committees typically receive input or testimony through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Committees must be proactive in inviting stakeholder groups (including Student Government, Staff Senate and Faculty Senate) to provide formal testimony. In cases where testimony results in significant and substantive changes to the preliminary recommendation, the new recommendation will be considered to be in step #2.

Step #3 -- Making a final recommendation: Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in receiving feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send its final recommendation (with documentation) to the Steering Committee. That final recommendation should include a suggested implementation date. Accompanying the final recommendation shall be a report of how testimony was gathered, the nature of that testimony, and how the Committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Testimony

The presenting of testimony, prior to both the preliminary and final recommendations, is central to the concept of shared governance. All stakeholder groups will have an opportunity to provide input into governance issues through direct membership as well as invited testimony. Individuals appointed or elected to the governance system are expected to take a broad institutional perspective relative to issues being considered. In contrast, invited testimony will reflect the stakeholder perspective on the issue being considered. Committees are expected to be proactive in inviting stakeholder groups to provide testimony at both steps # 2 and #3 of the process. Committees need to identify stakeholder groups that are interested in each particular issue and invite their testimony at scheduled Committee meetings or hearings. Committees should report in their transmittal memos which groups were targeted as stakeholders, how testimony was invited, the form of the testimony (written, oral, etc.), and the substantive content of the testimony.

To see the Steering Committee's guidelines for gathering testimony and making a final recommendation, see the "Governance Toolbox" at http://academicaffairs.pages.tcnj.edu/college-governance/a-governance-toolbox/

PROGRAM ANNOUNCEMENT COVER PAGE

Date: May 6, 2015

Institution: The College of New Jersey
New Program Title: Urban Education
Degree Designation: B.S. upon completion of year 4, M.A.T. upon completion of year 5
Programmatic Mission Level for the Institution: Masters
Degree Abbreviation: UE
CIP Code and Nomenclature (if possible):
Campus(es) where the program will be offered: Main/Ewing
Date when program will begin (month and year): asap
List the institutions with which articulation agreements will be arranged: Community Colleges as per current agreements.

Is licensure required of program graduates to gain employment? Yes

Will the institution seek accreditation for this program? Yes No If yes, list the accrediting organization: NCATE/CAEP

Program Announcement

Narrative Objectives page(s): 2-6

Need page(s): 6-8

Student enrollments page(s): 9

Program resources page(s): 9

1. Objectives

The Urban Education Program combines the existing undergraduate Elementary Education and Early Childhood teacher preparation programs with the graduate level MAT programs. Candidates earn both Bachelors and Masters degrees with the integration of study in Urban Education and English as a Second Language [ESL] and field experiences in high needs contexts. ESL is currently designated "teacher shortage area".

Combining these programs allows for three important outcomes: 1). The addition of coursework to prepare teachers with a specific and strong social justice orientation, and 2). The added value of an English as a Second Language (ESL) certification, and 3). Improving the educational experiences for some of the most vulnerable children in New Jersey.

The Urban Education option has been offered at TCNJ since 2009 and was initiated as an outgrowth of a federal grant and growing faculty and student interest in supporting schools and students from historically underperforming and under resourced neighborhoods. Since 2009 our enrollment in the program has grown from just one student to almost 70 today. To date, we have 22 graduates who are all working teachers. There are 12 more graduating in 2015 and we have had incoming freshman cohorts of 12-17 students for each of the last three years.

According to the Migration Policy Institute (2011) New Jersey ranks 6th among states with the highest number of residents who have limited English proficiency. And, while the State of New Jersey likes to boast overall high academic achievement, one needs only to begin to sort the data by county or district to see the huge disparities in resources, school quality and academic achievement. For these reasons a focus on providing high quality teachers in these contexts is needed.

Note: This program does not exceed the programmatic mission of The College of New Jersey.

2. Evaluation and Learning Outcomes Assessment Plan

- Program level goals
    - Preparing high quality teachers who
        - Have strong content knowledge.
        - Understand how race and poverty impact schools and communities.
        - Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms.
        - Engage with families and communities meaningfully.
        - Understand, interpret, and create curriculum in culturally relevant and responsive ways.
        - Become advocates for children and leaders in their schools.

Learning Goals			
Institutional Level	*Related coursework*	*Program Goals*	*Assessments*
Students should think critically about what it means to be human, and to explore and interpret the human place in the universe.	SOM 203 US History	* Have strong content knowledge. * Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments.
Students should understand the social context within which they live, and understand how the social dynamics of human behavior and the structures of social institutions influence beliefs and actions.	ELE 201, ELE 203, SOM 203, ELE 302, ESLM 577, WGS 350	* Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with ELE 201.
Students should understand how social contexts change over time and how human events have been, and continue to be, shaped by social and historical forces.	US History	* Have strong content knowledge.	Formative and summative course assessments.
Students should understand the process of scientific investigation and the major features of scientific reasoning as they develop a selected, substantive knowledge of basic natural science content.	BIO 104, PHY 103, MST 202	* Have strong content knowledge. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments.
Students should understand quantitative reasoning so they can respond effectively to claims deriving from quantitative arguments.	MAT 105, MAT 106, MTT 202	* Have strong content knowledge. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments.

Students will be able to demonstrate fundamental dispositions and abilities to engage in academic discourse, including analytic and integrative skills, and the ability to formulate, defend, and communicate their own points of view.	ELE 201, RAL 221, ELE 203, ELE 302, SOM 203, US History, WGS 350	* Have strong content knowledge. * Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with ELE 201.
Students will be able to demonstrate well-developed, confident identities as good writers who can communicate clearly and effectively to an array of audiences for a range of purposes.	ELE 203, ELE 201, ELE 302, WGS 350	* Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with ELE 201.
Students will be able to demonstrate well-developed, confident identities as good speakers who can communicate clearly and effectively to an array of audiences for a range of purposes.	ELE 203, MST 202, MTT 202, EDUC 694, EDUC 695	* Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with EDUC 694 and EDUC 695.
Students will become familiar with at least one additional language so they can readily access perspectives and information from communities other than their own.	All students are required to be proficient to the 103 level in a second language of their choice.	* Have strong content knowledge.	Formative and summative course assessments.

Students will be able to navigate information resources using digital and other technology in order to support their studies, and their efforts to communicate their findings persuasively.	ELE 203, ELE 201, RAL 221, SOM 203, EDUC 694, EDUC 695	* Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with ELE 201, EDUC 694 and EDUC 695.
Students should have an understanding of the nature of race and ethnicity and the impact both have on our lives in modern communities.	ELE 203, ELE 201, SOM 203	* Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with ELE 201.
Students should have an understanding of gender and the impact it has on our lives in modern communities.	ELE 203, ELE 201, SOM 203, WGS 350	* Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with ELE 201.
Students should have an understanding of the nature of the global community and the complexities of modern society in an international context.	ELE 203, ELE 201, SOM 203	* Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools.	Formative and summative course assessments. NCATE assessments associated with ELE 201.

| Students should seek to sustain and advance the communities in which they live by engaging in an informed and academically based service experience. | ELE 201, RAL 221, MST 202, MTT 202, SOM 203, EDUC 694, EDUC 695 | * Have strong content knowledge.
* Understand how race and poverty impact schools and communities.
* Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms.
* Engage with families and communities meaningfully.
* Understand, interpret, and create curriculum in culturally relevant and responsive ways.
* Become advocates for children and leaders in their schools. | Formative and summative course assessments. NCATE assessments associated with ELE 201, EDUC 694 and EDUC 695. |

Search site

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3. Relationship of the program to the institutional strategic plan and its effect on other institutional programs.

The Urban Education Program fits into the strategic plan of College of New Jersey in several ways. They include a focus on strengthening the intellectual community and focus academic programs, strengthening the integrated, transformative, total student experience, and developing a sustainable financial model [see Figure 1].

The Urban Education Program is an opportunity for those interested in becoming teachers to take a particular focus to support high need districts. And, because of the additional coursework (i.e. ELE 203/Introduction to Urban Education) they are immediately learning to think about how classrooms and schools are part of a larger ecological system. Students in the Urban Education Program learn about and demonstrate understanding of the socio-political contexts of schools as well as becoming subject matter experts and highly effective teachers.

Additionally, expanding the program to a fifth year is financially beneficial to both the students and to the College. A fifth year adds revenue to the College. In the case of the Urban Education Program that revenue includes both on campus coursework and in some cases ESL courses taken as part of the Off-Site Global Programs. For the students, they finish with both a Masters degree and an additional certification. Those degrees and qualifications translate into a higher starting salary.
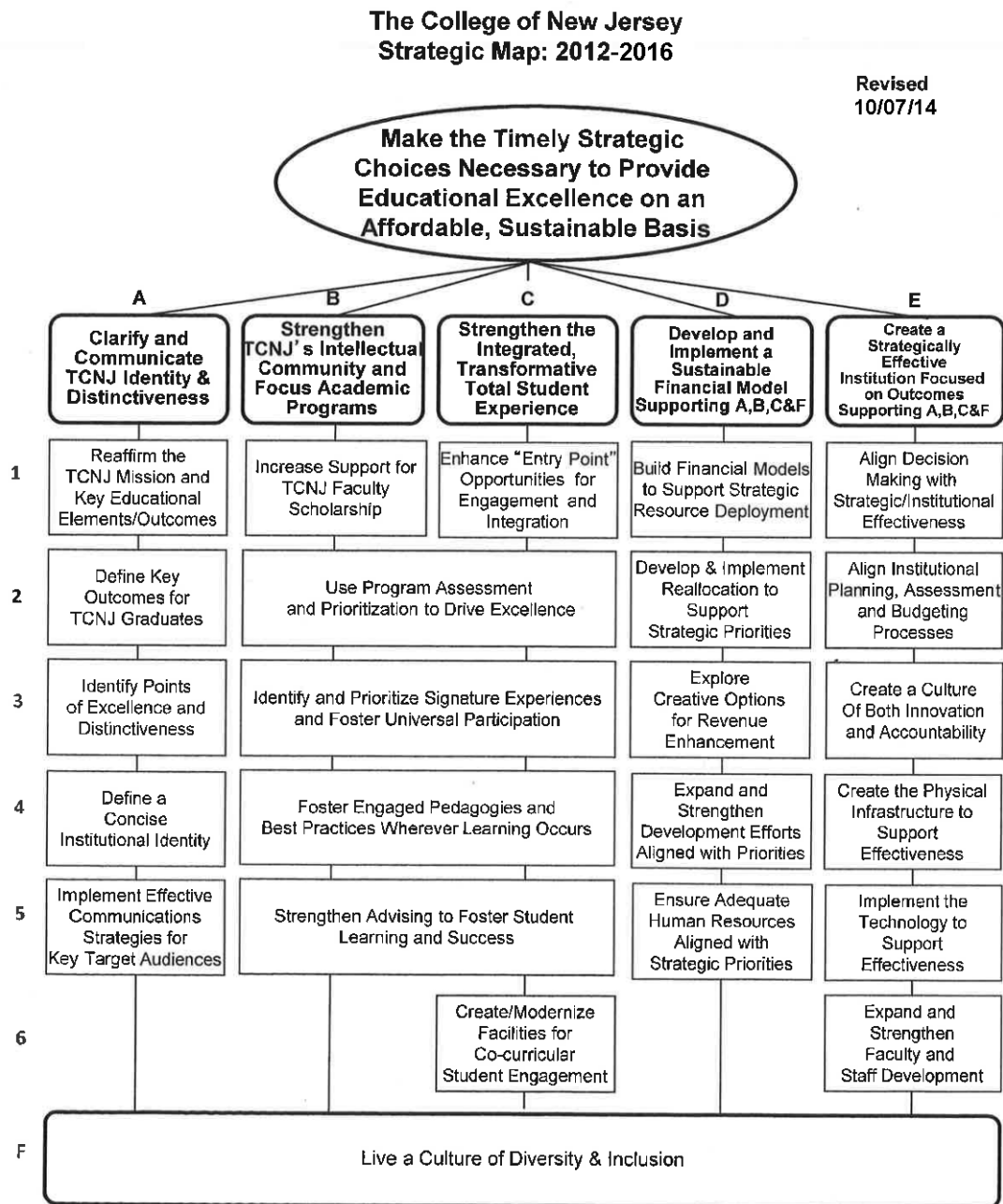
The College of New Jersey
Strategic Map: 2012-2016

Revised
10/07/14

Make the Timely Strategic Choices Necessary to Provide Educational Excellence on an Affordable, Sustainable Basis

	A	B	C	D	E
	Clarify and Communicate TCNJ Identity & Distinctiveness	**Strengthen TCNJ's Intellectual Community and Focus Academic Programs**	**Strengthen the Integrated, Transformative Total Student Experience**	**Develop and Implement a Sustainable Financial Model Supporting A,B,C&F**	**Create a Strategically Effective Institution Focused on Outcomes Supporting A,B,C&F**
1	Reaffirm the TCNJ Mission and Key Educational Elements/Outcomes	Increase Support for TCNJ Faculty Scholarship	Enhance "Entry Point" Opportunities for Engagement and Integration	Build Financial Models to Support Strategic Resource Deployment	Align Decision Making with Strategic/Institutional Effectiveness
2	Define Key Outcomes for TCNJ Graduates	Use Program Assessment and Prioritization to Drive Excellence		Develop & Implement Reallocation to Support Strategic Priorities	Align Institutional Planning, Assessment and Budgeting Processes
3	Identify Points of Excellence and Distinctiveness	Identify and Prioritize Signature Experiences and Foster Universal Participation		Explore Creative Options for Revenue Enhancement	Create a Culture Of Both Innovation and Accountability
4	Define a Concise Institutional Identity	Foster Engaged Pedagogies and Best Practices Wherever Learning Occurs		Expand and Strengthen Development Efforts Aligned with Priorities	Create the Physical Infrastructure to Support Effectiveness
5	Implement Effective Communications Strategies for Key Target Audiences	Strengthen Advising to Foster Student Learning and Success		Ensure Adequate Human Resources Aligned with Strategic Priorities	Implement the Technology to Support Effectiveness
6			Create/Modernize Facilities for Co-curricular Student Engagement		Expand and Strengthen Faculty and Staff Development
F	Live a Culture of Diversity & Inclusion				

Figure 1

4. Need

As stated in the introduction of this proposal, the State of New Jersey is fortunate to have many high performing school districts (see Figure 2). The data from these districts creates the appearance of high performance across the state. However, examining when comparing academic performance between geographic categories (city, suburb, town, rural), there is a significantly lower academic performance in both city and rural settings [see Table 1].
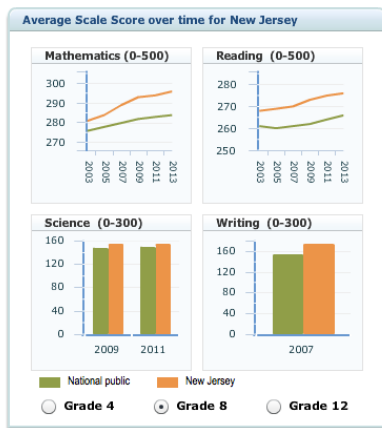

Figure 2

Mathematics, grade 8
Difference in average scale scores between variables, for school location, 4 categories [UTOL4]
New Jersey, 2013

	City	Suburb	Town	Rural
City		 Diff = -14 P-value = 0.0197 Family size = 3	‡	 Diff = -19 P-value = 0.0042 Family size = 3
Suburb	> Diff = 14 P-value = 0.0197 Family size = 3		‡	x Diff = -5 P-value = 0.1169 Family size = 3
Town	‡	‡		‡
Rural	> Diff = 19 P-value = 0.0042 Family size = 3	x Diff = 5 P-value = 0.1169 Family size = 3	‡	

LEGEND:	
<	Significantly lower.
>	Significantly higher.
x	No significant difference.
‡	A significance test could not be performed because reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test.

NOTE: All comparisons are independent tests with an alpha level of 0.05 adjusted for multiple pairwise comparisons according to the False Discovery Rate procedure. For comparisons between two jurisdictions, a dependent test is performed for cases where one jurisdiction is contained in the other. For more detailed information about the procedures and family sizes please see the Help document. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Table 1

According to the Migration Policy Institute (2011) New Jersey ranks 6th among
states with the highest number of residents who have limited English proficiency.
And, many schools across the state qualify for Title 1 funding [see Figure 3].
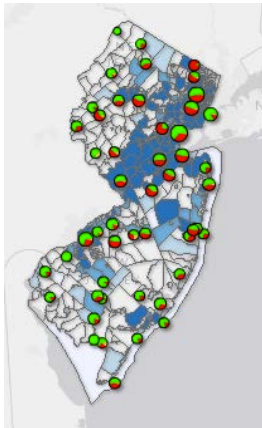

Figure 3: Districts and Schools Qualifying for Title 1 Funding

Title I Funding is intended to provide supplemental funds to help support students
at risk of failure and living at or near poverty. Low-income students are determined
by the number of students enrolled in the free and reduced lunch program. Schools
with 40% or more students enrolled in free and reduced lunch qualify for Title I
funding.

Relationship to Institutional Plans and Priorities

In relation to The College of New Jersey, the mission states, "Proud of its public
service mandate to educate leaders of New Jersey and the nation, the College will be
a national exemplar in the education of those who seek to sustain and advance the
communities in which they live." Given the realities of many of the children, families,
and schools in New Jersey that have profound needs for strong teacher leaders this
program clearly fits into the larger mission of the College.

Similar Programs in the State

Rutgers has a 30 credit Undergraduate Urban Education Program that leads to
initial certification. Jersey City University has an M.A. in Urban Education. Last,
Montclair State University has a residency program in conjunction with Newark
Public Schools. Montclair's program is also a Masters level program. We are the only
5 year combined Undergraduate and Graduate Program that leads to both initial
certification and certification in English as a Second Language.

5. Students

This program began in 2009 as an option in the existing Elementary and Early Childhood Education Departments. Therefore, enrollment trends are beginning to emerge. For the past three years we have had 12-17 incoming Freshmen. Each year we lose 2-3 of those students but gain 3-5 students who transfer in as Freshmen or Sophomores. To date 22 students have completed the program and 12 more will complete year 5 in 2015.

6. Program Resources

Because this is an existing "option" in the School of Education and we are only seeking an official change in status to become a recognized program, no additional resources are needed at this time.

Degree Requirements

Undergraduate

Course	Units
FSP/Freshman Seminar	1
ELE 203/Intro to Urban Ed	1
ECE 102/Multicultural Children's Lit	1
ELE 201/Child & Adolescent Development	1
RAL 221/Literacy Strategies, Assessment and Instruction	1
MTT 202/Teaching Math in Early/Elem/Middle	1
MST 202/Methods of Teaching Science, Health, Tech	1
SOM 203/Social Studies and Multiculturalism	1
Foreign Language 101, 102, 103	3
US History	1
WGS 350/Gender & Equity in Education	1
ELE 302/ Introduction to Teacher Research	1
Total Units	14

Graduate

Course	Credits
ESLM 577/Sociolinguistics/Cultural Foundations ESL	3
ESLM 578/Theory & Practice of Teaching ESL	3
ESLM 579/Language & Literacy for ESL	3
ESLM 525/Second Language Acquisition	3
ESLM 545/English Structure & Proficiency Assessment	3
ESLM 587/Curriculum, Methods, Assessment for ESL	3
EDUC 697/Independent Study	1
ELEM 694/Internship I	3
EDUC 695/Internship II	6
EDUC 690/Student Teaching Seminar	2
Distribution requirement (students choose one of the following)	
EDUC 614/Creating and Sustaining Communities	3
SPED 525/Inclusive Practices	3
ELEM 515/Conflict Resolution	3
ESLM 700/Comprehensive Exam	0

Total credits   33

Appendix H

Institutions requesting a waiver to the New Degree Program Review Process when converting an existing option or concentration into full program must answer the following questions:

1. Is the program degree level within the mission designation of the college? Yes

2. What is the need/impetus for the requested change?

• external review?

• accreditation review?

• other? (please explain below)

   • We would like to have more visibility for the program. Being listed as an official program will help with recruitment as well as show the College has a strong commitment to supporting equity in historically under resourced schools.

3. How long has the option/concentration been offered?   Since January, 2009

4 What is the enrollment history?   We began with just one student in 2009 and now have approximately 70 students. We have had 12-17 incoming Freshmen for each of the last three years.

5. Will the new program have sufficient content depth to justify classification as a major? Yes

• Will the new program have sufficient credits to justify being a major?   Yes. In many ways it mirrors the existing Elementary and Early Childhood majors. However, with the additional fifth year we added several courses [ELE 203, ELE 302, WGS 350, and the language requirement] that do not appear in the traditional program.

• How is the new program different from the existing degree program?   The existing program is the traditional Elementary and Early Childhood Program. The Urban Education program has an overall stronger focus on the needs of low resource, high needs children and schools. This includes both course and fieldwork.

6. Will the college continue to offer the existing major?   Yes

• In establishing the new major, what will be the impact on the existing major? So far we have not seen an impact on the existing major.

7. Would students currently enrolled in the option/concentration be "grandfathered" as to their degree title? N/A – The degree is not changing, therefore this does not apply.

• Can students choose either the title of the existing degree program or the title of the
        degree program created from the option/concentration as their graduation
        major? Yes, if they want to go with the existing title they need to be "date
        effected" for that. Or, students can have the new title as long as they are "date
        effected" for the new designation. All students need to be made aware that this is
        a choice. R & R will be given a list of students with a "requirement term"
        indicated (date that determines which plan they will be following on the
        requirement report).

• Will current students receive the new degree designation?   No

    8.   Are sufficient resources available to support the new program in the following
         areas:

• Personnel such as faculty and support staff?   Yes

• Facilities?   Yes

• Operating expenses -- equipment, library resources, etc.?   Yes

9. Since the proposed option/concentration is part of an approved ongoing program, will the proposed conversion create any additional duplication with ongoing programs at other colleges in New Jersey?   No
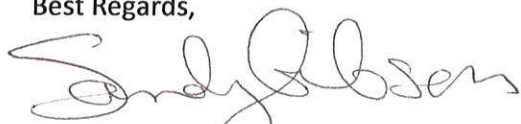
May 12, 2015

Tabitha Dell'Angelo
Urban Education Program Coordinator
The College of New Jersey
School of Education

Dear. Dr. Dell'Angelo,

Thank you for submitting your proposal to The College of New Jersey's School of Education Curriculum Committee for the formal recognition of the Urban Education program. The Committee has reviewed your proposal and would like to offer our complete endorsement for the formal establishment of Urban Education as a program within the School of Education. Every committee member shared their positive regard for the great work already accomplished by Urban Education, and look forward to the continued growth of this very important program within our school.

Best Regards,

Sandy Gibson, PhD, LCSW
Assistant Professor
School of Education
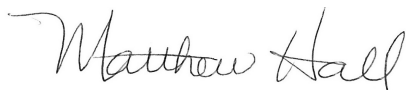Curriculum Committee Chair

Dear Tabitha Dell'Angelo,

On Wednesday, September 15th the Graduate Programs Council reviewed the proposed change in status to the Urban Education Masters Degree Program. The GPC approved the program pending changes that addressed three concerns. As the appointed representative of the GPC, I have reviewed program changes submitted by Dr. Dell'Angelo that include:

1. The Addition of ESLM 700, a course that represents the culminating experience for the program. This course designation brings the Urban Education program in alignment with other graduate programs offered at TCNJ.
2. Verification of the course call numbers of all classes for the most up to date course listing information.
3. Working with records and registration to determine if the degree program was changing and degree options would need to be granted to students already enrolled in the program (as outlined on page 14, Number 7, Bullet 2). As there is no change in the program, you've selected the appropriate option so students can get the degree title they have always received from this existing option.

After reviewing the changes outlined above, I have determined that all recommendations of the GPC have been addressed in the revised documents. The GPC approves the Urban Education 5 Year Masters degree program and looks forward to the ways formalizing this program will enrich Graduate Studies at TCNJ.

Sincerely,

Matthew Hall
Graduate Programs Council