



New Jersey Educator Preparation Program Approval Application
Community College/EPP Pilot
Spring, 2017

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Directions: Upon completion, email this application to eppapproval@doe.state.nj.us with all partners cced. A representative from the Department will confirm receipt of the application and will alert both institutions if additional information is needed.

Application Review Windows: Prior to implementing the pilot, formal approval is needed from the Department. The Department will accept pilot applications on a rolling basis from May 1, 2016 through May 1, 2017.

Please email Rebecca Sieg (rebecca.sieg@doe.state.nj.us) if you have any questions regarding the pilot or approval process.



1. Contact Information

Directions: Enter the information for all listed contacts at the community college and educator preparation provider.

	Community College	Educator Preparation Provider
Institution/Provider Name	Ocean County College	Stockton University
Dean/Director Contact	Name: Dr. Rosann Bar Title: Dean of Business and Social Sciences Email: rbar@ocean.edu Phone: 732-255-0400 X2211	Name: Dr. Claudine Keenan Title: Dean of Education Email: Claudine.Keenan@stockton.edu Phone: 609-626-3593
Contact for Person(s) Preparation Application	Name: Dr. Jane MacDonald Title: College Lecturer II Email: jmacdonald@ocean.edu	Name: Norma Boakes Title: Program Coordinator Email: Norma.Boakes@stockton.edu

2. Pilot Details

Directions: Complete the open-ended questions and prompts describing the proposed pilot. You may provide supplemental documentation when submitting the application.

<p>a. Provide a brief description of the pilot</p> <p>Ocean County College (OCC) and Stockton University (SU) have partnered to develop a pilot program whose primary goal is to create highly trained education majors with strong content-based skills. The curriculum includes 12 credits in education and is designed to provide foundational courses for students at the community college level to insure that they are fully prepared for junior-level coursework required of an education major at a 4-year institution. The program is uniquely structured to equip students with the knowledge base to pass the CORE Praxis, as well as introduce them to foundational concepts in education. Toward that end, General Education courses most aligned with the CORE Praxis have been selected, and new courses in need of development have been identified. Students completing this pilot program should be able to seamlessly transfer credits to Stockton and meet requirements for acceptance into the Teacher Education Program.</p> <p>OCC and SU may also collaborate on other related initiatives in support of our students in this pilot:</p> <ol style="list-style-type: none"> 1. Host SKYPE Education collaborative meetings featuring important program updates, including regular discussion of requirements such as EdTPA and Praxis II. 2. Develop a "Preservice Teachers' Conference" at either or both sites for students to, for example, discuss the CORE Praxis, showcase lessons, discuss concerns, learn strategies, and meet with book publishers. 3. Provide classes and on-line opportunities for CORE Praxis practice. 4. Encourage Education Clubs from both schools to host speakers/seminars on current trends/issues in education.



5. Convene a committee from both schools to meet, collect data, review the progress of the pilot program, and adjust as necessary.

b. Will pilot participants need to be waived from N.J.A.C. 6A:9B-6.1b(3)i, which states that “no more than six semester-hour credits in professional education are completed on the two-year college level?” If yes, please explain why. (Note: a formal waiver application may be required depending on the nature of the pilot)

Yes. In order for the students to be ready for the rigors of SU’s Teaching Certification Program, a waiver rescinding N.J.A.C. 6A:9B-6.1b(3)i would be needed to grant permission to OCC to provide more than six semester-hour credits in professional level courses.

In the past, some students who attained high quality grades in their coursework, discovered that they were not successful when moving into junior and senior level study. It is the intent of this partnership to identify solid candidates as early as possible and better prepare them for the rigors of teaching through a blend of content and foundation of education courses. Therefore, by offering additional education courses at OCC, students would have more contact, advisement opportunities, and support from education faculty. This will insure a more successful transition to and completion of the Teacher Certification Program at Stockton.

In order for this pilot to be successful, representatives from both OCC and SU will work collaboratively to prepare students for the rigors of the education program through coursework and preparation for the Praxis CORE. Working with the advising and transfer departments, a detailed program map would be provided to students at OCC. In this way, students would have both the coursework and qualifications necessary to enter SU as viable candidates for the Teaching Education Program.

The content of the General Education courses identified in this pilot support the required knowledge & skills needed to pass the CORE Praxis. In addition, OCC will offer CORE Praxis preparation through the education courses and supply students with websites to support this initiative.

For instance, the following links will be shared with students.

TEST PREP MATERIALS FOR FREE from ETS:

GETTING STARTED:	http://www.ets.org/s/praxis/pdf/praxis_test_prep_flyer.pdf
PREPARE - STRATEGIES AND TIPS:	http://www.ets.org/s/praxis/pdf/praxis/prepare/tips/
DEVELOP A STUDY PLAN:	http://www.ets.org/s/praxis/pdf/praxis/prepare/study/
TEST FAMILIARIZATION:	http://www.ets.org/s/praxis/pdf/praxis/prepare/video
STUDY COMPANION – CORE MATH:	http://www.ets.org/s/praxis/prepare/materials/5732
STUDY COMPANION – CORE READING:	http://www.ets.org/s/praxis/prepare/materials/5712
STUDY COMPANION – CORE WRITING:	http://www.ets.org/s/praxis/prepare/materials/5722
TEST PREP WEBINARS:	http://www.ets.org/s/praxis/prepare/webinars?/



3. Scope and Sequence

Directions: Either complete the table below for all education courses a candidate will complete for preparation at both the community college and educator preparation provider or attach a copy of each partner's scope and sequence to this application. If your pilot includes non-education coursework, please include those courses as well. Note: the next section of the application will collect information on the clinical component offered by each institution.

PROPOSED OCEAN COUNTY COLLEGE SEQUENCE OF COURSES FOR AN ASSOCIATE OF ARTS IN EDUCATION				
COURSE PREFIX AND #	TITLE OF COURSE	CREDITS	COMMENTS	STOCKTON UNIVERSITY EQUIVALENT COURSES
SEMESTER 1				
FYES 155	FIRST YEAR EXPERIENCE SEMINAR	3	REQUIRED FOR ALL OCC STUDENTS	TRCREC Elective
ENGL 151	ENGLISH 1	3	GE CORE REQUIREMENT: COMMUNICATIONS PREP FOR PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS: READING/WRITING	TRCREC Elective, Writing Intensive
CSIT 110	COMPUTER LITERACY * IF STUDENTS SUCCESSFULLY TEST OUT OF THE TECHNOLOGY REQUIREMENT, THEY SHOULD TAKE BIOL 163 INTRODUCTORY BOTANY (4).	3 (4)	GE CORE REQUIREMENT: TECHNOLOGY	CSIS 1180 Microcomputers & Applications
MATH 151	SURVEY OF MATH	3	GE CORE REQUIREMENT: MATHEMATICS-SCIENCE-TECHNOLOGY PREP FOR PRAXIS CORE AND PRAXIS II ELEMENTARY ACADEMIC SKILLS FOR EDUCATORS: MATH	TRCREC Elective, Quantitative Reasoning
HIST 173	U.S. HISTORY TO 1877	3	GE CORE REQUIREMENT: HISTORY	HISTEC Elective, Historical Consciousness, Humanities
		15 (16)		
SEMESTER 2				
ENGL 152	ENGLISH II	3	GE CORE REQUIREMENT: COMMUNICATIONS PREP FOR PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS: READING/WRITING	TRCREC Elective, Writing Intensive
MATH 156	INTRODUCTION TO STATISTICS	3	GE CORE REQUIREMENT: MATHEMATICS-SCIENCE-TECHNOLOGY	CSIS 1206 Statistics



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			PREP FOR PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS: MATH	
COMM 154	FUNDAMENTALS OF PUBLIC SPEAKING	3	GE CORE REQUIREMENT: COMMUNICATIONS	COMMEC, Humanities
HIST 174	US HISTORY FROM 1877	3	GE CORE REQUIREMENT: HISTORY	HISTEC Elective, Historical Consciousness, Humanities
EDUC 178	INTRODUCTION TO EXCEPTIONAL CHILDREN	3	EDUCATION REQUIREMENT	EDUC 2241 Education for Children with Special Needs
GEOG 162	HUMAN GEOGRAPHY	3	GE CORE REQUIREMENT: DIVERSITY	TRCREC Elective (Teacher Certification requirement in Geography)
		18		
SEMESTER 3				
ENGL 255 OR ENGL 256	WORLD LITERATURE: ANCIENT THROUGH 1600 OR WORLD LITERATURE: 1600 TO PRESENT	3	GE CORE REQUIREMENT: HUMANITIES	LITT 2100 European Literature I OR LITT 2101 European Literature II
BIOL 161	GENERAL BIOLOGY I	4	GE CORE REQUIREMENT: MATHEMATICS-SCIENCE-TECHNOLOGY	BIOL 1200 Cells & Molecules (4 CREDITS)
EDUC 261	DEVELOPMENT OF THE LEARNER	3	EDUCATION REQUIREMENT (COMBINES PSYC 173, PSYC 273, AND PSYC 275) NEW FOR THE PILOT: TO BE DEVELOPED	EDUC 2201 Development of the Learner
EDUC 165	MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER	3	EDUCATION REQUIREMENT NEW FOR THE PILOT: TO BE DEVELOPED	TRCREC Elective
HIST 181	WORLD CIVILIZATION	3	GE CORE REQUIREMENT: HUMANITIES	HISTEC Elective, Historical Consciousness, Humanities
		16		
SEMESTER 4				



HIST 182	WORLD CIVILIZATION II	3	GE CORE REQUIREMENT: HUMANITIES	HISTEC Elective, Historical Consciousness, Humanities
*EDUC 277 (FORMERLY EDUC 175)	THE TEACHING PROFESSION IN AMERICA	3	EDUCATION REQUIREMENT (TO BE REVISED FOR THE PILOT)	EDUC 1515 Families, Schools, & Communities
POLI 161 OR POLI 162	AMERICAN FEDERAL GOVERNMENT OR AMERICAN STATE AND LOCAL GOVERNMENT	3	GE CORE REQUIREMENT: SOCIAL SCIENCE PRAXIS 2 PREP FOR ELEMENTARY	POLS 2100 Introduction to American Politics OR POLS 2209 State & Local Government
GEOG 161	WORLD PHYSICAL GEOGRAPHY	3	GE CORE REQUIREMENT: SOCIAL SCIENCE	ENVL 2100 Physical Geography (Teacher Certification requirement in Geography)
	ELECTIVE	3		TRCREC Elective
		15		
	TOTAL CREDITS	64 (65)		
*EDUC 278	PRACTICUM (OPTIONAL)	1	FORMER REQUIREMENT FOR EDUC 175 STUDENTS ARE REQUIRED TO DO 30 DOCUMENTED HOURS OF OBSERVATION IN CERTIFIED TEACHER'S CLASSROOM. DEPENDING UPON TRANSFER INSTITUTION, STUDENTS MAY WISH TO COMPLETE THIS COURSE AT OCC.	

Foundational Education Coursework (EDUC classes) at the Community College Level

(12 Credits)

	Course Title and Number	Credits	Institution	Course Description	Clinical Component
NEW COURSE TO BE DEVELOPED BY OCC FOR THE PILOT	EDUC 261 DEVELOPMENT OF THE LEARNER (A combination of PSYC 173 Child Psychology, PSYC	3	Ocean County College	Students will understand the cognitive, social and moral development of K -12 learners by exploring theoretical and fundamental	NA



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	273 Adolescent Psychology, and PSYC 275 Educational Psychology)			psychological principles. Course discussion focuses on human motivation and behavior as a foundation for developing strategies to design classroom environments.	
	EDUC 178 Introduction to the Education of Exceptional Students	3	Ocean County College	For students preparing for a career in working with children or in human services. Topics will include the etiology and nature of physical, sensory, motor, mental and emotional exceptionalities, legislation concerned with exceptional individuals, the role of parent organizations, diagnosis of educational needs, the role of the Child Study Team, prescriptive teaching and field survey of educational programs for exceptional children pre-school through secondary school age.	NA



<p>FORMERLY EDUC 175 Introduction to Teaching</p>	<p>EDUC 277 The Teaching Profession in America</p>	<p>3</p>	<p>Ocean County College</p>	<p>Survey of the historical, social, political, philosophical, cultural, legal, and economic forces, including the family, that shape the American public K-12 school system. Topics include teaching as a profession, current issues In educational reform, and the challenges of information technology and diversity.</p>	<p>EDUC 278 PRACTICUM (OPTIONAL – 1 Credit) FORMER REQUIREMENT FOR EDUC 175</p> <p>FOR THE PRACTICUM, STUDENTS ARE REQUIRED TO DO 30 DOCUMENTED HOURS OF OBSERVATION IN A CERTIFIED TEACHER'S CLASSROOM.</p> <p>DEPENDING UPON TRANSFER INSTITUTION, STUDENTS MAY WISH TO COMPLETE THIS COURSE AT OCC.</p>
<p>NEW COURSE TO BE DEVELOPED BY OCC FOR THE PILOT</p>	<p>EDUC 165 Mathematics for the Elementary School Teacher (This course is required for those students interested in Elementary Education.)</p>	<p>3</p>	<p>Ocean County College</p>	<p>This class is designed for prospective schoolteachers to develop sound mathematical skills, reasoning and problem solving strategies in support of the CORE Praxis and future classroom teaching.</p>	<p>NA</p>

Students will be advised that a "C or better" is required for any course taken for licensure and that a minimum 3.0 GPA is required for admission to the Teacher Education Program at Stockton University.

4. Clinical Component

Directions: Answer all questions pertaining to the clinical component of the pilot. Additional documentation may be attached to the application to provide additional information

<p>a. How will candidates be supervised during clinical experiences occurring in the community college?</p>
<p>For our optional 1 credit practicum course, EDUC 278, Ocean County College has created a partnership with the county school districts for placement of our 30-hour observation students. Once the student is placed in a certified teacher's classroom, the student and cooperating teacher meet and formulate a plan for the student to obtain 30 documented hours. There is a teacher contract that is signed. The cooperating teacher becomes the supervisor and signs off on the</p>



student's log after each visit. There is contact information for the cooperating teacher to use for additional information or to report exceptional or inappropriate behavior. Also, OCC has forged an Education Advisory Committee with several key school districts. It is the intent to have open dialogue with these districts regarding issues, concerns and commendations regarding our student observers. Prior to beginning their observations, students are provided an Observation Assist List, with recommendations to focus on a minimum of three items per visit for reflection in their journals and in class discussions.

b. How will candidates be assessed during clinical experiences occurring in the community college? (If applicable, attach a copy of the formal assessment of clinical experience to this application)

The student in the EDUC 278 PRACTICUM (formerly part of EDUC 175 Introduction to Teaching course) will be responsible for observing a NJ state certified teacher for 30 hours in an educational setting and completing a Reflective Journal that focuses on certain criteria such as classroom management strategies, contextual factors, instructional planning, classroom rules and procedures, assessment opportunities, classroom map and organization, and differentiated instruction.

See Attachment I, p. 15: Mid-evaluation form that is currently used in our Internship Program.

c. How will candidates be supervised during clinical experiences occurring in the educator preparation program?

Candidates upon acceptance into the Stockton Teacher Education Program will complete the course, EDUC 3100- *Part-Time Clinical Experience in Education*. This course offers a guided experience of the activities and responsibilities of a classroom teacher in an urban K-12 setting. The course is a blend of instruction related to understanding the learner, classroom and school context, as well as a minimum of 50 hours* of observation in a designated K-12 classroom within a specified urban school district. The course instructor provides oversight of the 50 clinical experience hours by monitoring an activity log that is kept as the candidate completes his/her hours, as well as completing site visits within the schools housing candidates. Additionally, a field director in charge of all K-12 placements oversees placements and stays in contact with partner schools.

*Hours completed comply with NJDOE designation of what defines clinical experience. See APPENDIX 8.iii, iv.

d. How will candidates be assessed during clinical experiences occurring in the educator preparation program?

Candidates are assessed during their clinical experience through several mechanisms. A series of assignments in journal form are given that require students to discuss topics covered within the context of their classroom and designated school. Each assignment is collected and graded using a program rubric to judge competency. In addition, cooperating teachers of candidates fill out a clinical experience feedback form. This form provides quantitative and qualitative feedback on the candidate's performance as it relates to the core competencies of the course.



5. Formal Program Entry and Exit

Directions: Answer all questions pertaining to the procedures for candidate entry to and exit from the pilot program. Additional documentation may be attached to the application to provide additional information

a. At what point does the candidate formally enter the educator preparation program?

It is our intent that students who graduate with their AA degree from OCC and transfer to Stockton University will be fully matriculated students and meet all requirements to enter the Stockton Teaching Certification Program as Juniors. These requirements including a minimum 3.0 GPA, a grade of C or better in all content and foundational education coursework, and passing Core Praxis scores. The OCC student will receive guidance and support to complete the transfer process from OCC personnel prior to completing the degree

The Education majors at OCC will be encouraged and supported to develop their skills for success on the Praxis Core ACADEMIC SKILLS FOR EDUCATORS. This will be done through the collaborative efforts of education professors, academic advising, transfer personnel, and English and Math professors. OCC has math and writing labs, tutors, and Praxis prep available. In this way, the candidate will be able to enter the Teacher Education Preparation Program seamlessly.

The courses offered will provide significant support for students to pass the CORE Praxis prior to graduating. The English/Language Arts Literacy courses such as ENGL 151 and ENGL 152 (English I and II), COMM 154 (Fundamentals of Public Speaking), and ENGL 255 and 256 (World Literature I and II) will support passage of the CORE Praxis. MATH 151 (Survey of Math), MATH 156 (Introduction to Statistics) and the new EDUC 265 (Math for the Elementary School Teacher) will ready the students to pass the CORE Praxis. Courses are also selected purposely to assist with taking and passing the Praxis II Elementary that is necessary to complete the Stockton Teacher Education Program. The Science course BIOL161 will prepare students to pass the Praxis II Elementary science subsection. The emphasis on HIST 173 and 174 (U. S. History to 1877 and U.S. History from 1877), HIST 181 and 182 (World Civilization I and II), GEOG 161 (World Physical Geography), GEOG 162 (Human Geography), and POLI 161 (American Federal Government) and/or POLI 162 (American State and Local Governments) will assist the students in the area of Social Studies. Overall, beyond Praxis II preparation, the students graduating from OCC will have 12 of the 15 credit minimum required for a middle school specialization in English Language Arts Literacy. Students will also have earned 9 out of 15 credits in Math towards a middle school math specialization. The professional level courses that would be accepted by Stockton University as part of the pilot would be EDUC 277 (The Teaching Profession in America), EDUC 165 (Mathematics for the Elementary School Teacher), EDUC 178 (Introduction to the Exceptional Child) and EDUC 261 (Development of the Learner). These all support the professional requirements portion of the teacher certification program at Stockton.

OCC is researching the possibility of offering an AA in Education based on this model.



b. Will the candidate complete the basic skills requirement (ie passing the Praxis CORE) while at the community college? If so, what supports will the community college provide to ensure candidates will be successful in meeting this requirement? If not, how will the community college ensure candidates are prepared to meet this requirement prior to formal entry into the preparation program?

Although passing the CORE Praxis will not be tied to graduation criteria, students will be provided the skills necessary to take and pass the CORE Praxis through the General Education required courses and through ongoing support from OCC's English, Math and Education professors. Study groups and access to Praxis practice sites will also be offered.

c. How will the community college support the candidates in learning about and preparing for the performance assessment (ie edTPA) that candidates must successfully complete prior to exiting the preparation program?

During EDUC 175 (Introduction to Teaching) and the "soon to be created" Practicum, the students will be introduced to state and national standards for teachers including NJPST & InTASC. In addition, students will gain exposure to teacher evaluation models including the Danielson Framework. Work will include developing an understanding of the school culture, classroom environment, and learners. A series of portfolio elements will be collected to document foundational understandings relevant to the EdTPA assessment.

6. Pilot Impact

a. What outcomes data will the community college and educator preparation program collect to determine the effectiveness of the pilot? When will the partners share this information with the Department?

Data collection will include:

1. Number of students who enroll in the pilot program
2. % of students who begin the education program at OCC and are accepted into a 4-year degree program leading to teacher certification at Stockton University
3. % of students who meet requirements for entry into the Stockton Teacher Education Program professional education sequence
4. % of students who begin the education program at OCC and are accepted into other 4-year Teaching Certification Programs
5. % of students who opt to take the CORE Praxis before graduating from OCC, and pass rates for these students
6. % of students who opt to take the CORE Praxis after graduating from OCC, and pass rates for these students
7. % of students who successfully complete coursework with a B or better (3.0) at Stockton University
8. % of students who achieve success on the edTPA and earn their teaching certification

If possible, it would be good to compare students graduating from the pilot program and Stockton students who did not complete the OCC curriculum, particularly with regard to pass rates on the CORE Praxis.



Information will be shared immediately, as available. For instance, the number of students who enroll in the pilot can be sent within the first year; however, the % of OCC students who pass the CORE Praxis will be reported at the end of year two.

7. Institution Support

By signing this application, you are providing assurance that candidates successfully completing the pilot will meet state minimum requirements as set forth in New Jersey Administrative Code 6A:9A and 9B.

Rosann Bar
(Community College Dean Director Name)

Rosann Bar
(Community College Dean/Director Signature)

5/19/17
(Date)

Claudine Keenan
(Educator Prep Provider Dean Director Name)

Claudine Keenan
(Educator Prep Provider Dean/Director Signature)

5/18/17
(Date)



8. Appendix

a. Terms and Definitions

- i. *Basic Skills Assessment*: a Commissioner-approved assessment of reading, writing, and mathematics skills. The current approved assessment (as of fall 2015) is the Praxis CORE. Candidates may also meet the basic skills assessment by meeting a qualifying score on the SAT/ACT or GRE. Further information can be found here: <http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf>
- ii. *Clinical Component*: the combined clinical experience and clinical practice elements of educator preparation.
- iii. *Clinical Experience*: the diverse, guided, hands-on, practical applications and demonstrations in educator preparation programs of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.
- iv. *Clinical Practice*: the culminating field-based experience or internship. In this hands-on experience in a P-12 setting, candidates demonstrate their knowledge, skills, and dispositions to be effective educators.
- v. *Educator Preparation Program*: a Commissioner-approved CEAS or CE educator preparation program or out-of-State educator preparation program pursuant to N.J.A.C. 6A:9B-8.2(b) that is housed at a higher education institution or other program provider and prepares candidates for instructional, administrative, or educational services certification.
- vi. *Performance Assessment*: in July 2015, the Department issued a Request for Qualifications (RFQ) to create an approved list of performance assessments. Based on the responses submitted to the RFQ, the Department has approved the edTPA as a performance assessment. Originating at Stanford University, edTPA had more than 1,000 educators (from 29 states and the District of Columbia) and more than 430 IHEs participate in the design, development, piloting and field testing of this assessment. The Department is now working with educator preparation programs to prepare for full implementation of the edTPA for teacher candidates starting in the 2017-18 school year. Additional RFQ windows will be opened in the future to expand the approved list, as appropriate.
- vii. *Program Provider*: the hosting organization for an educator preparation program.

b. New Jersey Administrative Code

- i. Professional Standards (N.J.A.C. 6A:9)
<http://www.state.nj.us/education/code/current/title6a/chap9.pdf>
- ii. Educator Preparation Programs (N.J.A.C. 6A:9A)
<http://www.state.nj.us/education/code/current/title6a/chap9a.pdf>



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- iii. State Board of Examiners and Certification (N.J.A.C. 6A:9B)
<http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>



9. ATTACHMENT I



OCEAN
COUNTY COLLEGE

Evaluation of Student Performance

Date _____

Student Name _____ Semester _____

Site _____ Site Supervisor _____

Please rate the student's progress to date and provide comments:

Attendance: Did not meet expectations Met expectations Exceeded expectations

Work Ethic: Did not meet expectations Met expectations Exceeded expectations

Demonstration of Interest and Ability: Did not meet expectations Met expectations Exceeded expectations

Overall Performance: Did not meet expectations Met expectations Exceeded expectations

Additional Comments:

Total Hours Completed To Date _____

Site Supervisor Signature _____

Student Signature: _____



State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

KIMBERLEY HARRINGTON
Acting Commissioner

June 28, 2017

Dr. Claudine Keenan
Stockton University
101 Vera King Farris Drive
Galloway, New Jersey 08205

Dear Dr. Claudine Keenan,

The New Jersey Department of Education has reviewed and approved the teacher preparation pilot program offered at Stockton University in partnership with Ocean County College (OCC).

As part of the pilot, candidates will complete twelve credits in education coursework at OCC prior to formal admission into the teacher preparation program at Stockton University. Program completers, who meet all program and State certification requirements, will be eligible for initial teacher certification. The program listed above is approved for immediate implementation.

This approval expires on June 30, 2021.

Please retain a copy of this letter for your files.

Sincerely,

A handwritten signature in black ink, appearing to read "Rebecca Sieg".

Rebecca Sieg
Acting Director
Office of Recruitment, Preparation and
Recognition

Cc: Kristen Brown
Robert Higgins
Elizabeth Fernandez-Vina
Rani Singh